



No Child
LEFT BEHINDSM

Reading First Implementation Evaluation: Interim Report



Reading First Implementation Evaluation: Interim Report

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Executive Summary

The No Child Left Behind Act of 2001 (PL 107-110) established the Reading First Program (Title I, Part B, Subpart 1), a major federal initiative designed to help ensure that all children can read at or above grade level by the end of third grade. Reading First (RF) is predicated on scientifically researched findings that high-quality reading instruction in the primary grades significantly reduces the number of students who experience reading difficulties in later years.

A. Key Provisions of the Reading First Program

The Reading First program's overarching goal is to improve the quality of reading instruction—and thereby improve the reading skills and achievement of children in the primary grades—by providing substantial resources at both the state and local levels. The intent is to ensure that teachers in kindergarten through third grade use reading programs and materials that are research-based. Additionally, Reading First intends to increase access to and the quality of professional development for all teachers of these grades, including special education teachers, to ensure that they have the necessary skills to teach these researched-based reading programs effectively. An important provision of the RF legislation is that professional development be made available to *all* schools, not only schools that received RF funding. A third emphasis is on using assessments, both to monitor progress and to identify students' reading problems early on. Reading First is intended to help prepare classroom teachers to screen for, identify, and overcome barriers to students' ability to read at grade level by the end of third grade. More specifically, the programs and the professional development provided to school staff must use reading instructional methods and materials that incorporate the five essential elements of effective primary-grade reading instruction, as specified in the legislation: 1) phonemic awareness; 2) decoding; 3) vocabulary development; 4) reading fluency, including oral reading skills; and 5) reading comprehension strategies.

All 50 states and other jurisdictions¹ have been awarded Reading First grants. To date (April 2006), states have awarded subgrants to approximately 1,550 local school districts and, in turn, these districts have provided funds to approximately 5,200 schools nationwide. Because grants to states were awarded over an extended time period and states differed in the amount of time they allotted to their competitive subgrant processes, districts and schools are at various stages of implementing their Reading First programs.

B. Overview of the Evaluation

The enabling legislation for RF requires the U.S. Department of Education (ED) to contract with an outside entity to evaluate the program's implementation (Section 1205). To meet this

¹ State Education Agencies (SEAs) were eligible to apply for RF grants. Other jurisdictions eligible include District of Columbia, the schools of the Bureau of Indian Affairs, and American Samoa. Guam and Northern Mariana Islands received grants through the consolidated grants to insular areas.

requirement, the Department contracted with Abt Associates in October 2003 to design and conduct the Reading First Implementation Evaluation, which addresses the following questions:

1. How is the Reading First program implemented in districts and schools?
2. How does reading instruction differ between Reading First schools and non-RF Title I schools?
3. How does reading instruction differ between Reading First schools and non-RF Title I schools as RF schools' implementation efforts mature over time?
4. Does student achievement improve in schools with Reading First funds?
5. Is there any relationship between how schools implement Reading First and changes in reading achievement?

The five-year study has produced this interim report based on data collected during the 2004–05 school year as well as analyses of extant data sources; it will also produce a final report in 2007 based on data from the 2006–07 school year and updated extant data. This interim report addresses questions 1 and 2. Question 3 requires an analysis of longitudinal data and will be addressed upon completion of the second wave of data collection in 2007, as will questions 4 and 5. Below we summarize key findings from the evaluation, using the following data sources:

- Surveys completed in spring 2005 by 6,185 K–3 teachers, 1,574 principals, and 1,318 reading coaches in nationally representative samples of 1,092 Reading First schools and 541 non-RF Title I schools;
- Interviews with Reading First state coordinators, and reviews of states' applications for RF awards;
- The Reading First Awards Database that lists all RF districts and schools as well as their baseline measures of K–3 reading performance and poverty rates (as measured by percent of students receiving free and reduced-price lunches); and
- ED's School-Level State Assessment Score Database (SLAD) that provided measures of reading achievement and poverty for all school districts nationwide.

The non-RF Title I school sample was constructed purposefully to provide a context for understanding how reading programs in a sample of Reading First schools differ from those in schools serving similar populations of students.² The non-RF sample includes only Title I schoolwide project (SWP) schools with at least 40 percent of the students eligible for free or reduced price lunches, which is comparable to the RF school population. The two groups of schools are demographically similar in staff experience, attendance rates, mobility, and stability of enrollment. RF schools are, however, on average, larger than the Title I schools, and have larger proportions of K–3 students reading below grade level.

² The most rigorous design option available for this evaluation would have been to identify a group of non-RF schools matched to RF schools on key demographic and achievement characteristics to minimize differences between RF and non-RF schools and thereby approximate a random assignment experiment. However, because RF schools, by definition, are among the lowest performing schools in their respective districts, matched comparison schools could include better performing schools. Also, RF schools could likely differ from similar non-funded schools because, often, they had to demonstrate motivation, and this factor could influence any observed instructional differences between RF and comparison schools.

We can make comparisons between RF and non-RF Title I samples, but because the two samples are not matched they cannot be assumed to be equivalent. Thus, the differences between the groups discussed in this report cannot be attributed to the Reading First program.

C. Results of the Reading First Implementation Evaluation

Key Finding

Reading First schools appear to be implementing the major elements of the program as intended by the legislation, such as providing scientifically based reading instruction in grades K–3, increased amounts of time for reading instruction, interventions for struggling readers, wider use of classroom-based reading assessments, and more professional development activities.

External Resources to Support Reading Programs

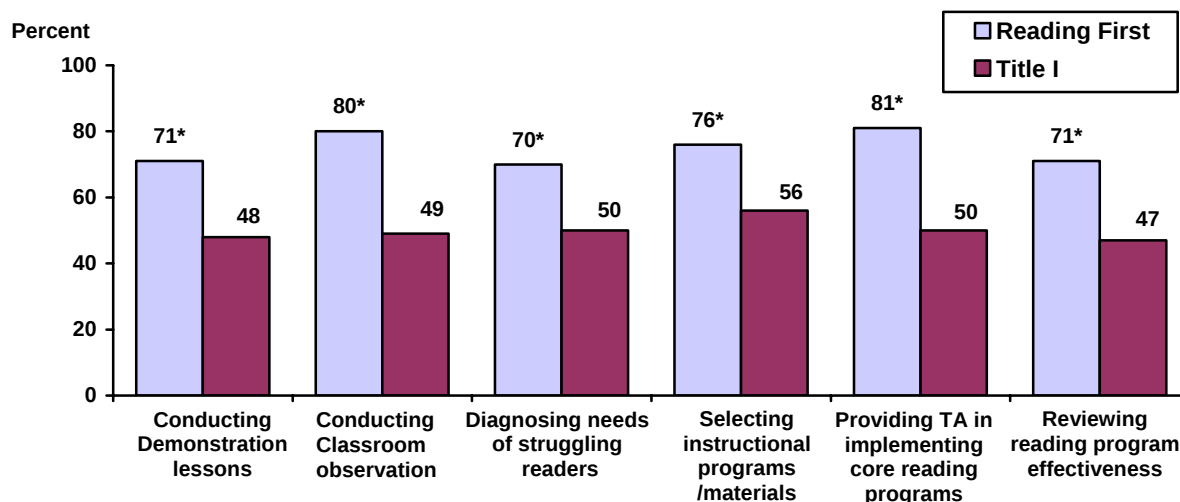
Key Findings

Reading First schools received both financial and nonfinancial support from a variety of external sources. During the 2004–05 school year, the median annual amount of funds RF schools received to implement their reading program was \$138,000. In addition, Reading First schools have multiple external resources, in addition to RF funds, to support the implementation of their reading programs.

Most RF schools also received Title I funds (91 percent) and district funds (79 percent) to support their reading programs. Exhibit E-1 illustrates that beyond financial support, according to principals, RF schools received substantially more external assistance than did Title I schools on selecting instructional programs (76 percent vs. 56 percent), diagnosing needs of struggling readers (70 percent vs. 50 percent), conducting demonstration lessons (71 percent vs. 48 percent), and reviewing the effectiveness of reading programs (71 percent vs. 47 percent).

Exhibit E-1

Nonfinancial External Assistance for K–3 Reading Program Activities in Reading First Schools and Title I Schools, 2004–05 School Year



Source: Principal Survey, Question B7.

Exhibit reads: 71 percent of principals in RF schools reported receiving external assistance in conducting demonstration lessons, compared to 48 percent of principals in Title I schools. This difference is statistically significant ($p < .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

TA stands for technical assistance.

Reading Instruction in K–3 Classrooms

Key Finding

Classroom reading instruction in RF schools is significantly more likely to adhere to the RF legislation than that in Title I schools. Reading instruction encompasses the amount of instructional time, use of appropriate reading materials, and implementing reading activities and strategies supported by scientifically based reading research.

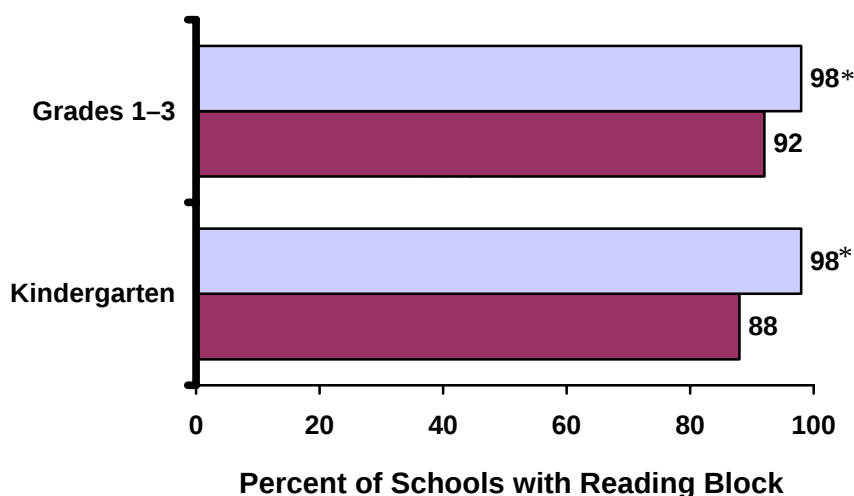
Instructional Time

The Guidance for the Reading First Program states that schools “should consider the allocation of time, including a protected, uninterrupted block of time for reading instruction of more than 90 minutes per day.” Significantly more RF schools than Title I schools reported having a reading block for each of grades K through 3 (grades 1–3; 98 percent vs. 92 percent, kindergarten; 98 percent vs. 88 percent, Exhibit E-2). Teachers in Reading First schools reported, on average, that they spent significantly more time on reading than did teachers in non-RF Title I schools—a difference of about 19 minutes per day, or almost 100 minutes per week. Teachers in newly funded RF schools were also significantly more likely than teachers in non-RF Title I

schools to report that they had increased the amount of time spent on reading from the 2003–04 to the 2004–05 school years (61 percent vs. 35 percent).³

Exhibit E-2

Scheduled Reading Blocks in Reading First and Title I Schools, 2004–05 School Year



Source: Reading Coach Survey and Principal Survey, Questions D2 and D3.

Exhibit reads: 98 percent of RF schools reported having a scheduled block at grades 1–3, compared with 92 percent of Title I schools ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Staff in RF schools also reported (using a five-point scale⁴) having significantly more time set aside than staff in non-RF Title I schools to use assessment data to plan instruction (3.88 vs. 3.38); to observe reading instruction in other classrooms (2.21 vs. 1.96); to collaborate on reading lesson planning and instruction (4.23 vs. 3.88); and to receive instruction themselves from a reading coach (once a month on average for RF schools, vs. four or fewer times per year in non-RF Title I schools).

Instructional Materials

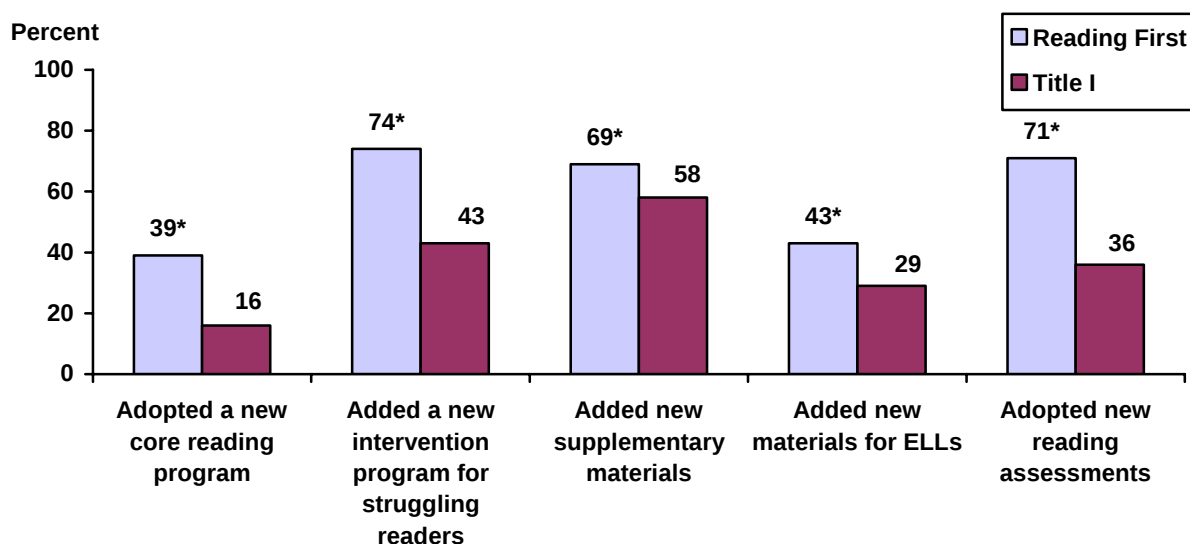
Reading First schools reported that they have made substantial changes to their reading programs since they received their RF funds in the 2004–05 school year (Exhibit E-3). Newly funded RF schools were significantly more likely than Title I schools to have adopted a new core reading program (39 percent vs. 16 percent), to have added new intervention programs for struggling readers (74 percent vs. 43 percent), to have added new supplementary materials (69 percent vs. 58 percent), and to have adopted new materials for English Language Learners (43 percent vs. 29 percent).

³ For this comparison, we used the newly funded RF schools since the mature RF schools may have already increased their instructional time in their first year of implementation, 2002–03. That said, about 45 percent of the mature RF schools reported increasing their instructional time in the 2004–05 school year.

⁴ The scale represents how often schools reported time being set aside during the school year: 1 = Not at all, 2 = 1–4 times, 3 = 5–8 times, 4 = Once a month, and 5 = Once a week or more.

Exhibit E-3

Changes to Reading Program Materials for Newly Funded Reading First Schools and Title I Schools, 2004–05 School Year



Source: Reading Coach Survey Question C3 and Principal Survey, Question D7.

Exhibit reads: 39 percent of the newly funded Reading First schools reported adopting a new core reading program at the beginning of the 2004–05 school year, compared with 16 percent of Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Staff in mature RF schools were significantly more likely than staff in non-RF Title I schools to rate (on a five-point scale) the following statements about their schools' reading programs *more positively*:

- The core reading program is aligned with scientifically based reading research (SBRR) (4.63 vs. 4.29).
- Reading intervention materials are aligned with SBRR (4.38 vs. 4.22).
- High-quality instructional materials are available (4.39 vs. 4.01).

Despite evidence of greater alignment with SBRR, staff in mature RF schools recognized their lack of experience working with some materials. They were significantly more likely than staff in non-RF Title I schools to rate (also on a five-point scale) the following statements *more negatively*: 1) Teachers are experienced with supplemental reading materials (3.29 vs. 3.58); and 2) Teachers are experienced with reading intervention materials (3.19 vs. 3.39). This may reflect the fact that many of these materials are new in RF schools.

Instructional Strategies

Reading instructional activities and strategies in RF schools appear to be aligned with the tenets of the Reading First program. Differences in instructional environments between mature RF and

non-RF Title I schools were manifested in a variety of ways.⁵ RF teachers across all grades (K–3) rated as central a greater proportion of SBRR-aligned practices than did teachers in Title I schools: These statistically significant differences were modest in size (e.g., second grade: 76 percent vs. 72 percent), although the difference for kindergarten teachers was somewhat larger (77 percent vs. 68 percent).

When asked specifically about the centrality of instruction in the five dimensions of reading, similar patterns emerge. There are differences that are modest in magnitude. Kindergarten and first-grade teachers rated as central to their instruction a significantly higher proportion of scientifically based practices in teaching phonemic awareness and decoding than did teachers in Title I schools (kindergarten: 91 percent vs. 86 percent; first grade: 85 percent vs. 81 percent). RF third-grade teachers rated as central to their instruction a significantly higher proportion of scientifically based practices in teaching vocabulary and fluency than did their Title I counterparts (vocabulary, 75 percent vs. 70 percent; fluency, 56 percent vs. 47 percent). There were no differences between RF and Title I teachers in their centrality ratings related to teaching comprehension skills.

Interventions for Struggling Readers

Key Findings

RF teachers in three grades (kindergarten, second, and third) were significantly more likely than their counterparts in Title I schools to place their struggling students in intervention programs.

Based on principal reports, in both RF and Title I schools, there was no time delay between identifying students who need interventions and the provision of services to those students. RF and Title I schools were also similar with respect to planning and coordinating instruction for ELL students.

Although significantly more RF teachers reported receiving professional development in helping struggling readers than did Title I teachers, teachers in both RF and Title I schools recognized the challenge of providing effective instruction to struggling readers; 80 percent of teachers in both groups reported that they need additional professional development on this topic.

Exhibit E-4 indicates that RF schools were more likely to rely on progress monitoring (98 percent vs. 90 percent) and reading coach recommendations to identify struggling readers (92 percent and 55 percent) than were Title I schools. Although there were no differences in

⁵ We constructed six composites to summarize teachers' ratings of the centrality of a series of instructional activities associated with the following reading dimensions and other instructional features: 1) phonemic awareness and decoding; 2) vocabulary; 3) comprehension; 4) fluency; 5) use of scientifically based instructional strategies and materials; and 6) negative alignment with scientifically based reading research. (See Appendix D for a list the specific items included in each composite.) Scores were computed for each composite based on the percentage of instructional activities specified in that composite that a teacher rated as "central to their instruction."

principal reports of the use of diagnostic tests, RF teachers across all grades were significantly more likely to rely on diagnostic assessments to determine their struggling readers' core deficits than were teachers in Title I schools (74 percent vs. 64 percent).

Exhibit E-4

Types of Assessments Reported by Principals That Were Used to Identify Students for Reading Interventions, in RF and Title I Schools, 2004–05 School Year

	Reading First Schools	Title I Schools
Type of Test	Percent	Percent
Progress monitoring tests	98%*	90%
Tests from core reading program	95	92
Diagnostic tests	91	91
Reading coach recommendation ¹	92*	55
Standardized achievement tests	88	88
Screening tests	87*	82

Source: Principal Survey, Question E2.

Exhibit reads: Reading First schools are more likely to use progress monitoring tests to identify students for reading interventions than are Title I schools (98 percent vs. 90 percent. This difference is statistically significant ($p \leq .05$).

1. Only schools that have reading coaches are included in the analysis of this item.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p -value $\leq .05$) between RF and Title I schools.

Despite these differences in the identification of struggling readers, there were no substantive or statistically significant differences between RF and Title I schools in terms of availability of intervention services for struggling readers; about 80 percent of both RF and Title I principals reported that reading intervention services are available when needed. Nor did the average waiting time for students' receipt of services differ significantly between RF and Title I schools; two-thirds of the principals reported no wait time for students in need of intervention. On average, identified students received services within approximately one week.

RF and Title I schools are more similar than different with respect to coordinating instruction for ELL students. There were no significant differences between RF and Title I teachers in reported time set aside to coordinate instruction with ELL staff; in fact, more than one-third of teachers who have ELL students in their classrooms (in both groups of schools) reported that no such time is specifically set aside. Only about 10 percent of teachers reported that they had weekly meetings with ELL staff to coordinate reading instruction for their struggling ELL students. It is important to note here, however, that some schools may not have any ELL teachers on staff.

RF and Title I schools do differ in the provision of special education services to struggling readers. Title I schools were significantly more likely than RF schools to have a certified special education teacher provide recommendations to plan instruction for struggling readers (83 percent vs. 72 percent). RF teachers in kindergarten, first, and second grades were significantly more likely than Title I teachers to report that time is not set aside for coordination of the reading

instruction provided to their special education students (kindergarten: 51 percent vs. 44 percent; first grade: 42 percent vs. 35 percent; second grade: 37 percent vs. 30 percent).

RF teachers were more likely to report increased amounts of time for struggling readers to practice skills in several dimensions of reading. RF teachers in three of four grades reported providing practice in significantly more reading dimensions than did teachers in Title I schools (kindergarten: 2.75 vs. 2.66; second grade: 2.83 vs. 2.78; third grade: 2.71 vs. 2.45). These differences, while statistically significant, are substantively quite small. RF third-grade teachers were significantly more likely than Title I teachers to provide struggling readers with extra practice in decoding (92 percent vs. 82 percent) and fluency (97 percent vs. 90 percent); there were no significant differences for the other grades.

In terms of materials, RF teachers were also more likely to draw upon resources external to the core reading program to support struggling readers. Kindergarten and third-grade teachers in RF schools were significantly more likely than their counterparts in Title I schools to use materials that supplement the core reading program (kindergarten teachers: 70 percent vs. 62 percent; third-grade teachers 74 percent vs. 66 percent). There were no significant differences in first or second grade. RF teachers in first and second grade were significantly more likely than teachers in Title I schools to provide in-class help in reading for ELL students (66 percent vs. 55 percent). Kindergarten and third grade were not significantly different.

Assessment

Key Findings

Assessment plays an important role in reading programs in both RF and non-RF Title I schools.

Reading First schools received more outside assistance in selecting assessments than Title I schools. At the same time, staff in both RF and Title I reported that the district is largely responsible for the selection and interpretation of reading assessments.

There were some differences in the types of assessments teachers in Reading First schools and teachers in non-RF Title I schools found useful. RF teachers were more likely to identify assessments from their core or supplementary reading programs as useful than are teachers in Title I schools. In contrast, Title I teachers were more likely to report that informal assessments are useful than are RF teachers.

Teachers in RF schools were more likely to report applying assessment results for varied instructional purposes (e.g., for planning grouping, progress monitoring and identifying struggling readers) than their Title I counterparts.

Selection and Interpretation of Reading Assessments

Reading First schools received significantly more outside assistance (from district, state, publisher, university expert, etc.) than did non-RF Title I schools in selecting assessment instruments for their K–3 reading program (76 percent vs. 56 percent) and interpreting assessment results (82 percent vs. 70 percent).

Overall, there were many similarities in RF and non-RF Title I principals' reports of who is responsible for the selection and interpretation of reading assessments. More than three-quarters of both RF and non-RF Title I principals identified the district as responsible for selecting assessments. There were, however, some differences. Half of RF principals (51 percent) also reported state responsibility for selecting assessments, compared to 31 percent of non-RF Title I principals. In 54 percent of non-RF Title I schools, the principal also held this responsibility, compared to only 40 percent of RF principals.

Nearly all, about 90 percent, Reading First and non-RF Title I principals reported that they, as principals, were responsible for interpreting assessment results. In 93 percent of RF schools, the reading coach also assumed responsibility for this task, compared to only half of Title I principals (52 percent). This significant difference reflects the fact that, in contrast to Reading First schools, Title I schools were much less likely to have a designated reading coach.

Eighty-four percent of RF teachers reported that they had regularly scheduled, formal time set aside to use assessment data to plan instruction, compared with 74 percent of non-RF Title I teachers.

Types of Reading Assessments Teachers Find Useful

Most teachers in both RF and Title I schools named at least one assessment that they found useful in placing or grouping students (90 percent), determining student mastery of skills (89 percent), and identifying the core deficits of struggling students (85 percent).

In general, RF teachers were significantly more likely to identify formal assessments as useful than Title I teachers. In contrast, Title I teachers were more likely to report the usefulness of informal assessments than were RF teachers. Across assessment purposes, Reading First teachers were more likely than their Title I counterparts to identify assessments from the core or supplementary reading program (e.g., for determining student mastery of skills, 50 percent vs. 38 percent) or standardized tests (e.g., for placing or grouping students, 50 percent vs. 44 percent), such as the DIBELS (e.g., for identifying the core deficits of struggling students, 33 percent vs. 10 percent).

In contrast, across the three uses of assessments, Title I teachers were significantly more likely to identify informal assessments as useful than were Reading First teachers (e.g., for determining student mastery of skills, 38 percent vs. 28 percent). Specifically, Title I teachers were more likely to report classroom-based assessments (e.g. for identifying the core deficits of struggling students, 24 percent vs. 17 percent) and running records or miscue analysis (e.g., for placing or grouping students, 19 percent vs. 10 percent) as useful than Reading First teachers.

Most K–3 teachers in both Reading First and Title I schools *named at least one assessment* that they found useful in placing or grouping students (90 percent), determining student mastery of skills (89 percent), and identifying the core deficits of struggling students (85 percent). However, a significantly greater percentage of RF teachers reported that they use assessment results to organize instructional groups (83 percent vs. 73 percent), to determine progress on skills (85 percent vs. 78 percent), and to identify students who need reading intervention services (75 percent vs. 65 percent) than did Title I teachers.

Oversight and Classroom Support Activities

Key Findings

Principals in Reading First schools were significantly more likely to report having a reading coach than were principals of non-RF Title I schools.⁶

Coaches in RF schools were significantly more likely to provide teachers with various supports for their reading instruction than were coaches in non-RF Title I schools.

Reading First schools were significantly more likely to have a reading coach (98 percent vs. 60 percent) than were non-RF Title I schools, as reported by the principal, reflecting the fact that nearly all states required RF schools (but not non-RF Title I schools) to have a reading coach. Of the Title I schools that reported having reading coaches, 88 percent have a coach that is doing the central activities of a reading coach.⁷ In Reading First schools, reading coaches are intended to work primarily with teachers rather than directly with students. It is therefore noteworthy that a significantly smaller percentage of reading coaches in RF schools reported that providing *direct* reading instruction to students is absolutely central to their work: 29 percent, compared to 53 percent in non-RF Title I schools (Exhibit E-5).

Reading coaches in mature Reading First schools were significantly more likely than their non-RF Title I counterparts to rate the following teacher support activities as absolutely central to their work: providing training or professional development (95 percent vs. 87 percent), coaching staff on a range of topics (92 percent vs. 83 percent), organizing professional development (87 percent vs. 67 percent), and facilitating grade-level meetings (67 percent vs. 47 percent).

⁶ Most states require RF schools to employ reading coaches to support teachers' reading instruction; this is not the case for non-RF Title I schools.

⁷ Because respondents from non-RF Title I schools who completed the Reading Coach Survey reported a multiplicity of job titles, we used their responses to two survey questions to determine their inclusion in the comparison group of reading coaches: How central is each of the following activities? 1) "Coaches staff on a range of topics"; and 2) "Organizes professional development for K–3 teachers." Respondents who answered a 3 ("somewhat central") or above (on a 5-point scale) for at least one of these two items were included in the comparison group of reading coaches from Title I schools for these sets of analyses regarding reading coach responsibilities. As a result, 34 reading coach respondents from Title schools, the equivalent of 940 weighted respondents, were excluded from these analyses.

Reading coaches in mature Reading First schools were significantly more likely than their non-RF Title I counterparts to report that the following administrative support activities were absolutely central to their work: compiling reading assessment data (88 percent vs. 67 percent) and administering or coordinating reading assessments (86 percent vs. 67 percent). About 75 percent of both mature RF and non-RF Title I schools reported participating in school leadership team meetings, and about 70 percent of both types of schools reported managing reading instructional materials, as absolutely central to their work (with no significant differences). Significantly more reading coaches in mature RF schools, compared with coaches in non-RF Title I schools, characterized participating in professional development (97 percent vs. 86 percent) as absolutely central to their work.

Exhibit E-5

Reading Coaches' Ratings of the Importance of Various Support Activities in Reading First and Title I Schools, 2004–05 School Year

Reading Activity/ Centrality of the Activity	Mature Reading First Schools	Title I Schools
	Activity Rated as "Absolutely Central" Percent	Percent
Teacher Support:		
Facilitate grade-level meetings	67%*	47%
Coach staff on a range of topics	92*	83
Provide direct reading instruction to students	29	53*
Organize professional development for K–3 teachers	67*	47
Provide training/professional development in reading materials, strategies, and assessments	95*	87
Give demonstration lessons with core/supplemental materials	79*	70
Observe and provide feedback to teachers	84*	69
Assist teachers in forming instructional groups	85*	68
Help teachers design strategies for struggling readers	90	86
Give demonstrations on assessment administration/scoring	71*	56
Administrative Support		
Administer reading assessments	86*	67
Participate in school leadership team meetings	76	75
Compile reading assessment data	88*	67

Source: Reading Coach Survey, Question B4.

Exhibit reads: 67 percent of reading coaches in RF schools rate facilitating grade-level meeting as "central" to their work, compared with 47 percent of reading coaches in Title I schools. This difference is statistically significant ($p < .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between reading coaches in RF schools and reading coaches in Title I schools.

The responses of 34 reading coaches (940 weighted) from non-RF Title I schools from this analysis because, based on their survey responses, they did not appear to meet the definition of "reading coach."

Professional Development

Key Findings

RF staff received significantly more professional development than did Title I staff. RF teachers were more likely to have received professional development in the five dimensions of reading instruction as well as in overall teaching strategies. Indeed, RF teachers reported feeling better prepared to teach the five dimensions of reading than their Title I counterparts.

Activities attended by RF teachers were more likely to have structural attributes conducive to a successful experience, such as incentives and follow-up activities, than those attended by teachers in non-RF Title I schools (Corcoran, 1995; Corcoran, et al., 2003; Garet, et al., 1999; Learning First Alliance, 2003).

Significantly more Reading First teachers attended professional development workshops related to reading than did non-RF Title I teachers (94 percent vs. 81 percent). Further, RF teachers, on average, reported having spent significantly more time attending professional development activities—conferences, workshops, college courses—in the past year than did teachers in non-RF Title I schools (40 hours vs. 24 hours).

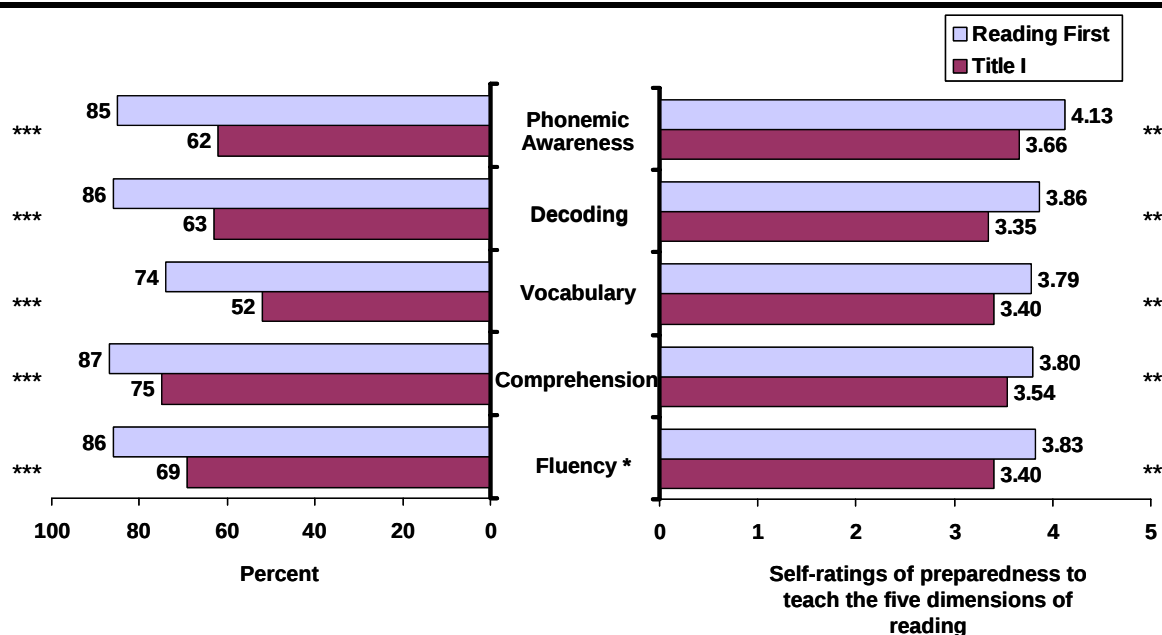
Based on teacher reports, professional development activities attended by RF teachers, as compared with non-RF Title I teachers, were significantly more likely to:

- Offer incentives for participation, such as stipends (40 percent vs. 20 percent), release time (43 percent vs. 33 percent), or graduate credits (25 percent vs. 14 percent).
- Be conducted by well-established and experienced trainers (75 percent vs. 65 percent).
- Require teachers to attend (74 percent vs. 57 percent).
- Use a team-based approach (67 percent vs. 53 percent).

RF principals, reading coaches and teachers reported having participated in significantly more professional development activities to improve their knowledge of the five dimensions of reading instruction than did Title I teachers (Exhibit E-6). For example, significantly more RF than Title I teachers received professional development in phonemic awareness (85 percent vs. 62 percent). RF teachers rated themselves (on a five-point scale) as significantly better prepared to teach the following skills than did Title I teachers: phonemic awareness, 4.13 vs. 3.66; decoding, 3.86 vs. 3.35; vocabulary, 3.79 vs. 3.40; comprehension, 3.80 vs. 3.54; and fluency, 3.83 vs. 3.40.

Exhibit E-6

The Five Dimensions of Reading Instruction: Reading First and Title I Teacher Participation in and Self-ratings of Preparedness, 2004–05 School Year



Source: Teacher Survey, Questions D4 and D6

Exhibit reads: 85 percent of RF teachers participated in professional development on phonemic awareness, compared to 62 percent of teachers in Title I schools. This difference is statistically significant ($p < .05$).

Note: Kindergarten teachers were not asked about fluency.

The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.

RF teachers were significantly more likely than teachers in Title I schools to report having received professional development assistance on administering and using assessments (85 percent vs. 67 percent), interpreting assessment data (90 percent vs. 68 percent), and using diagnostic tests to guide instruction (66 percent vs. 49 percent).

Reading coaches and principals also received professional development to support them in their roles. RF reading coaches were significantly more likely than their non-RF Title I counterparts to report having received professional development assistance on how to help teachers make reading instruction systematic and explicit (78 percent vs. 52 percent), and on the essential components of SBRR instruction (90 percent vs. 60 percent). Both of these topics are central to the Reading First program. Similarly, principals in RF schools were significantly more likely to report having received professional development in all five dimensions of reading than were principals in Title I schools ($p < .05$ for all five dimensions).

Conclusions

These findings provide some preliminary evidence to suggest that Reading First is being implemented in schools and classrooms as intended by the legislation. For the most part, funds are awarded to appropriate districts and schools. States are providing appropriate supports,

particularly in terms of professional development related to reading, and in the selection and use of assessments to inform instruction. Reading First schools appear to have established instructional environments to support SBRR-based reading instruction. In K–3 classrooms, the reading programs implemented by teachers in Reading First and non-RF Title I schools appear to be different in a variety of ways, including instructional time, resources, instructional planning and collaboration, use of assessments, and focus on the five dimensions of reading instruction. Taken together, these findings provide some initial evidence to suggest that Reading First schools are carrying out the objectives of the Reading First legislation. Future analyses, after the second round of survey data collection in 2007, will examine how implementation of these elements changes over time and how student achievement patterns in RF schools may differ from those in non-RF Title I schools.

Chapter 1: Introduction

In October 2003, the Department contracted with Abt Associates to design and conduct the Reading First Implementation Evaluation to address the following questions:

1. How is the Reading First program implemented in districts and schools?
2. How does reading instruction differ in Reading First schools and non-grantee Title I schools?
3. How does reading instruction differ in RF schools and non-grantee Title I schools as RF schools' implementation efforts mature over time?
4. Does student achievement improve in schools with Reading First funds?
5. Is there any relationship between how schools implement Reading First and changes in reading achievement?

The present report focuses on Questions 1–2. Questions 3–5 will be discussed in the final report.

Background

The ability to read and comprehend text well is at the heart of educational attainment and, as such, is central to all children's elementary school success. Unfortunately, success in elementary school (and beyond) disproportionately eludes many minority and economically disadvantaged children. Large numbers of minority children, often in high-poverty schools, are not developing the reading skills needed for success in school. Results from the 2005 National Assessment of Educational Progress (NAEP) Reading Assessment indicate that 54 percent of fourth-grade students eligible for free or reduced-price lunches read at a Below Basic level compared to only 23 percent of fourth-graders *not* eligible for free or reduced-price lunches who perform at that level.⁸ Although these results are disappointing, these findings are an improvement over the 2000 NAEP results where 62 percent of students eligible free or reduced price lunches scored at the Below Basic level (U.S. Department of Education, 2005).

Scientifically Based Reading Research

The fact that substantial numbers of our nation's primary grade students are not developing adequate reading skills occurs at a time when we have made considerable progress in understanding how to teach reading effectively in the early grades, particularly to children who are struggling academically. The National Research Council's 1998 report, *Preventing Reading Difficulties in Young Children*, noted that, "the majority of the reading problems faced by today's adolescents and adults could have been avoided or resolved in the early years of childhood." The

⁸ Performance at the Below Basic level means that fourth-grade students are not performing at the Basic level. "Fourth-grade students performing at the *Basic* level should demonstrate an understanding of the overall meaning of what they read. When reading text appropriate for fourth-graders, they should be able to make relatively obvious connections between the text and their own experiences and extend the ideas in the text by making simple inferences." (National Center for Education Statistics, retrieved May 10, 2006, from <http://nces.ed.gov/nationsreportcard/reading/achieveall.asp#grade4>).

report's summary of research on the development of early reading skills concluded that many elements of effective reading instruction are already known, and that the provision of "excellent instruction is the best intervention for children who demonstrate problems learning to read."

Building on the council's report, the National Reading Panel⁹ reviewed the scientific research in key areas of reading development, focusing on skills critical to the acquisition of beginning reading skills. The report found strong evidence that direct, explicit instruction is helpful to primary grade children in the development of their reading skills, particularly in the areas of phonemic awareness, phonics, vocabulary, comprehension, and fluency.

The Reading First Legislation

The No Child Left Behind Act of 2001 (PL 107-110) established the Reading First Program (Title I, Part B, Subpart 1) to address the fact that large numbers of our nation's students do not develop the reading skills necessary to be successful in school. Reading First is a major federal initiative that builds on years of scientific research in reading to ensure that all children can read at or above grade level by the end of third grade. The legislation requires the U.S. Department of Education to contract with an outside entity to conduct an evaluation of, among other things, the Reading First (RF) program's implementation (Section 1205).

Reading First is predicated on research findings that high-quality reading instruction in the primary grades significantly reduces the number of students who experience difficulties in later years. The program's overarching goal is to improve the quality of reading instruction and thereby improve the reading skills and achievement of children in the primary grades. The RF program provides substantial resources at both the state and local levels: 1) to ensure that research-based reading programs and materials are used to teach students in kindergarten through third grade; 2) to increase access to and quality of professional development of all teachers who teach K–3 students, including special education teachers, to ensure that they have the skills necessary to teach these reading programs effectively; and 3) to help prepare classroom teachers to screen, identify, and overcome barriers to students' ability to read on grade level by the end of third grade. More specifically, the programs and the professional development provided to school staff must use reading instructional methods and materials that incorporate the five essential elements of effective primary-grade reading instruction, as specified in the legislation: 1) phonemic awareness; 2) decoding; 3) vocabulary development; 4) reading fluency, including oral reading skills; and 5) reading comprehension strategies.

In April 2002, the U.S. Department of Education invited state education agencies to apply for Reading First grants. State applications submitted to the U.S. Department of Education went

⁹ The National Reading Panel (NRP) was formed under the joint auspices of the National Institute of Child Health and Human Development and the U.S Department of Education to "assess the status of research-based knowledge, including the effectiveness of various approaches to teaching children to read" (*Report of the National Reading Panel: Teaching Children to Read*, 2000, page 1-1.) The findings from the NRP also were instrumental in the development of the Reading First program (part of the *No Child Left Behind Act*), the current administration's comprehensive effort to improve early reading instruction and student reading achievement.

through an expert review process that resulted in six-year awards dependent on demonstration of progress and congressional appropriations. States, in turn, awarded subgrants to local school districts based on a competitive process. All¹⁰ states and jurisdictions have been awarded Reading First grants. To date (April 2006), states have awarded subgrants to approximately 1,550 local school districts and 5,200 schools nationwide.¹¹ Because grants to states were awarded over an extended time period and states differed in the amount of time allotted to subgrant process, districts and schools are at various stages of implementation of their Reading First programs.

The Implementation Evaluation is one of five complementary studies designed to gather information about Reading First. In addition to the Implementation Evaluation, the U.S. Department of Education's Policy and Program Studies Service (PPSS) conducted the Analyses of State Reading Standards and Assessments that evaluated the alignment of state reading content standards for students in grades K–3 with the five key elements of reading instruction by analyzing: 1) the reading content standards of a random sample of 20 states; and 2) the role of state assessments in measuring Reading First outcomes as presented in state Reading First applications. PPSS is also conducting the study of Reading First and Special Education Participation Rates, which will use an interrupted time-series design to: 1) compare rates of learning disabilities in Reading First schools with a comparison group of schools; 2) investigate changes in these rates in RF schools before and after grants were awarded; and 3) examine the relationship between reading achievement and rates of learning disabilities.

The U.S. Department of Education's Institute of Education Sciences is conducting two studies related to Reading First. The Reading First Impact Study is a five-year rigorous evaluation designed to measure the impact of Reading First on classroom reading instruction and students' reading achievement. The study is being conducted in more than 250 elementary schools in 18 sites and 13 states and will collect information on students and classrooms in grades 1–3 over the course of three years. The Study of Teacher Preparation in Early Reading Instruction will conduct a survey of preservice teachers at 100 schools of education to answer the question: To what extent does the content of teacher preparation programs focus on the essential components of early reading instruction? In addition, the study will administer an assessment to a random sample of 2,000 graduating preservice elementary teachers to answer the question: To what extent are graduating preservice teachers knowledgeable about the essential components of early reading instruction?

The Study Design

The evaluation included the following components: 1) surveys of teachers, principals and reading coaches in nationally representative samples of Reading First schools and non-RF Title I (non-Reading First) schools; 2) interviews with Reading First state coordinators; 3) the Reading

¹⁰ Guam and Northern Mariana Islands received grants through consolidated grants to the insular areas.

¹¹ The figures are based on current information listed on ED's Reading First Awards Database (Retrieved April 1, 2006, from www.sedl.org/readingfirst/reports-awards.html).

First Awards Database that lists all RF districts and schools as well as school and district poverty rates and proportions of K–3 students reading below grade level; and 4) ED’s School-Level State Assessment Score Database (SLAD) that provides measures of poverty for all school districts nationwide. Exhibit 1.1 summarizes the primary data collection activities. The sample design calls for two nationally representative samples of Reading First schools—550 *newly funded* schools that are in their first year of implementation, and 550 *mature* schools that have been implementing RF activities for one year or more—along with 550 Title I (non–Reading First) schools.¹² The principal, reading coach (if applicable), and one teacher (randomly selected) from each of the four target grades of Reading First (K–3) were sent surveys to complete. Also, the study design calls for two waves of data collection in the 2004–05 and 2006–07 school years. The present report describes findings based on the data collected in spring 2005.¹³ Below we describe the survey and state coordinator data collections, including brief descriptions of the measures, and include discussions of the sampling strategy and data collection along with the corresponding response rates.

¹² For the purpose of recruiting these two types of RF schools, schools were designated as new or mature based on the Reading First program guidelines to states for their annual performance reports; “...schools receiving grants between July 1 and December 31 of any reporting period, the current school year will be considered in the first year of implementation.” Therefore, schools awarded subgrants before Dec. 31, 2003, were designated as mature, because when data collection occurred in spring 2005, those schools were in at least their second year of implementation. All other RF schools were classified as newly funded.

¹³ To produce national estimates from the study sample, all analyses are weighted and computed using STATA, a statistical package that generates appropriate standard errors associated with each weighted estimate by taking account of the structure of the survey sampling design.

Exhibit 1.1**Data Collection Methods, Samples, and Schedule**

Data Collection Methods, Samples, and Schedules				
Data Collection Method	Number of Schools	Estimated Number of Respondents	Schedule	
			2004–05	2006–07
<i>Principal and Teacher Mail Survey</i>				
Newly funded Reading First schools	550	2,200 teachers 550 principals up to 550 reading coaches	✓	✓
Mature Reading First schools	550	2,200 teachers 550 principals up to 550 reading coaches	✓	
Non-RF Title I schools	550	2,200 teachers 550 principals up to 550 reading coaches	✓	✓
<i>RF State Coordinator Telephone Interview</i>		53 state coordinators	✓	✓

Exhibit reads: 550 newly funded RF schools were selected for inclusion in the study sample. The expected respondents include 2,200 teachers, 550 principals, and up to 550 reading coaches. There are two waves of data collection, one in spring 2005 and one in spring 2007.

Note: Four teachers per school were sampled by randomly selecting one teacher from each of grades K–3. One principal and one reading coach (if applicable) per school were surveyed. RF state coordinator interviews were conducted with respondents in all 50 states, the District of Columbia, American Samoa, and schools run by the Bureau of Indian Affairs.

Surveys

Measures

The primary data collection instruments for the Reading First Implementation Evaluation were surveys designed for principals, teachers in grades K–3, and reading coaches. The Principal Survey asked for background information on teacher and student characteristics, resources and support for reading instruction, reading intervention services, professional development provided to teachers and administrators, and principals' knowledge of research-based approaches to reading. The Reading Coach Survey was targeted to school-level individuals whose primary role is to assist classroom teachers in delivering effective reading instruction. This survey included items on the coaches' background and experience, core and supplemental reading materials, professional development offered to K–3 teachers, specific coaching activities, characteristics of reading instruction in the school, changes that have taken place in reading instruction, and areas needing improvement. The Teacher Survey addressed teachers' background and experience, student characteristics, reading instruction (e.g., materials, content, time allocation), use of assessment, interventions for struggling readers, participation in reading professional development, and collaboration and support from other teachers and staff. The surveys also included a subset of questions tailored to specific grade levels, the answers to which allowed us to describe grade-specific instructional emphases, reflecting RF's research-based teaching of reading.

Data Collection

We recruited 1,649 study schools (1,098 Reading First schools and 551 non-RF Title I schools) in early 2005. Survey packets (including principal, teacher, and reading coach surveys) were mailed to each school. All but six RF schools and 10 Title I schools (1,092 and 541 schools)

returned at least one survey.¹⁴ Most schools (88 percent) returned completed surveys for all selected respondents in their schools; another 8 percent of schools completed all but one of the surveys and only 17 schools, or 1 percent, returned none of the surveys. Response rates were slightly higher for Reading First schools compared with Title I schools; 96 percent of Reading First schools were either complete or missing only one survey, compared with 93 percent for Title I schools. Reading First schools are required, according to the conditions of their awards, to participate in a national evaluation, whereas no corresponding requirement exists for Title I schools. The response rate across all types of respondents and all schools was 96 percent. Of 9,460 potential respondents, 9,076 individuals returned completed surveys. For teachers in Reading First schools, response rates were approximately 96 percent across the four grade levels, compared with 94 percent in Title I schools. All response rates are presented in Appendix A, Exhibit A.4.¹⁵

Reading First State Coordinator Interviews

To learn about state-level administration of Reading First, we conducted a semi-structured telephone interview protocol for RF state directors. The interview protocols were developed in collaboration with the U.S. Department of Education (ED) and were aligned with topics that informed states' development of state Reading First plans, including state context for reading education, professional development, reading and assessment plans used state-wide and differences across districts, the state's subgrant process, technical assistance, and state management and evaluation of the program. Interviews with state Reading First coordinators in all 50 states, as well as American Samoa, the schools of the Bureau of Indian Affairs, and the District of Columbia, were conducted in April and May of 2005.

Limitations

There are several limitations to the findings presented in this report. First, the data sources (primarily surveys) represent respondents' self-reported subjective perceptions and judgments about the implementation of their reading programs. The second limitation is based on the Reading First legislation which requires states to provide professional development in scientifically based reading instruction to all K–3 teachers, not only the teachers in schools that receive RF funding; this may reduce the potential to find large differences between RF and non-RF Title I schools.

Third, states often require RF schools to have a designated reading coach, whereas the reading coaches in Title I schools are often classroom teachers or reading specialists with additional responsibilities. We addressed this shortcoming by limiting the Title I group of reading coaches to those respondents who reported that they routinely engage in the activities used to define the

¹⁴ In addition to the 10 Title I schools that did not complete any surveys, 67 Title I schools refused to participate in the study.

¹⁵ To generate national estimates from the RF and Title I respondent samples, we constructed and applied sets of sampling weights at two levels, school and teacher. A discussion of the rationale and method used to construct the sampling weights is presented in Appendix A.

responsibilities of a reading coach. Nevertheless, any observed differences between RF and reading coaches in Title I schools should be interpreted with somewhat more caution than observed differences between other respondent categories. Fourth, this report presents findings on a large number of comparisons, and the study draws from a large sample; as a result, one could expect that there would then be many statistically significant comparisons. We note in the text and accompanying tables when specific comparisons are statistically significant, and we also note when these comparisons represent statistical differences that are modest, and may not substantively meaningful. Finally, this evaluation uses a quasi-experimental design, and as such, one cannot attribute observed differences to the Reading First program.

The Presentation of Findings

The report is organized into eight chapters, reflecting not only the broad evaluation questions (Questions 1 and 2), but the sub-questions related to different facets of implementation of the Reading First program as well. Chapter 1 focuses on study design, sampling, and measures.

The rest of the interim report is organized as follows:

- Chapter 2: Composition of the study sample;
- Chapter 3: Reading instruction;
- Chapter 4: Interventions for struggling readers;
- Chapter 5: Assessment;
- Chapter 6: Oversight and classroom support activities;
- Chapter 7: Professional development;
- Chapter 8: Conclusions.

The report presents two kinds of findings: *descriptions* of RF program implementation, and *comparisons* of reading programs in both RF and non-RF Title I schools. The descriptive findings use information collected from respondents in the complete sample of RF schools, both newly funded and mature, to characterize the Reading First program (Question 1). The comparisons are based on the observed differences between the sample of mature RF schools and Title I schools (Question 2).

To describe the implementation of reading programs in RF schools more broadly, we used survey data to generate descriptive statistics, such as means, proportions, and frequency distributions that are weighted to produce national, population-level estimates.¹⁶ Our study sample and design allows us to generate separate findings for each grade, however, when results do not vary across grades, we aggregate teacher-level findings across the four grades and, to simplify the presentation, we display the range of grade-level means. Specific grade-level estimates are, however, presented in Appendix C.

¹⁶ All weighted analyses are conducted using STATA, a statistical package that generates appropriate standard errors associated with each weighted estimate by taking account of the structure of the survey sampling design.

For the purpose of recruiting the two types of RF schools, schools were designated as new or mature based on the Reading First program guidelines to states for their annual performance reports.¹⁷

¹⁷ “...schools receiving grants between July 1 and December 31 of any reporting period, the current school year will be considered in the first year of implementation.” Therefore, schools awarded subgrants before Dec. 31, 2003, were designated as mature, because when data collection occurred in spring 2005, those schools were in at least their second year of implementation. All other RF schools were classified as newly funded.

Chapter 2: Composition of the Study Sample

This chapter examines the characteristics of the sampled schools, both those that have received RF funding and the non-RF Title I schools. In this section, we present background information on school enrollment, staffing, student populations and external resources targeted to reading schools' reading programs.

Characteristics of Reading First and Title I Schools

This section describes RF and Title I schools in terms of school characteristics (e.g., size, attendance and mobility rates), staff experience, students, resources targeted to reading programs, and accountability requirements of *No Child Left Behind (NCLB)*. Sampling weights have been applied to the survey data to provide estimates that represent the populations of RF and Title I schools.

School Characteristics

Exhibit 2.1 presents the distribution of schools based on school size; the distributions are similar for the populations of RF and Title I schools. There is a significantly greater proportion of very large RF schools than Title I schools (17 percent vs. 11 percent). This difference is also reflected in the mean enrollment, which, on average, is significantly higher in RF schools.

Exhibit 2.1

School Enrollment and Urbanicity in Reading First and Title I Schools, 2004–05 School Year

	Reading First Schools	Title I Schools
School Size		
Mean enrollment	513*	465
	Percent	Percent
Very small (1–99)	3%	3%
Small (100–249)	11	14*
Medium (250–499)	40	46*
Large (500–749)	29	26
Very large (750+)	17*	11
Urbanicity		
Urban	46%*	39%
Suburban	34	33
Rural	20	28*

Source: Principal Survey, Question A3a.

Weight: Principal.

Weighted respondents: 3,878 RF principals, 14,625 Title I principals.

Nonresponse rates across survey items: < 1 percent.

Exhibit reads: About 3 percent of RF and non-RF Title I schools are very small, with enrollments of less than 100.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p-value ≤ .05) between RF and Title I schools.

Enrollment stability is similar for RF and Title I schools, with approximately one-quarter of the schools in each group experiencing an increase in enrollment and another quarter of the schools experiencing a decrease in enrollment over the last five years (Exhibit 2.2). Reading First and Title I schools also have similar attendance and mobility rates. Average attendance across both types of schools is about 94 percent. Mobility rates average 18 percent for RF schools and 16 percent for Title I schools. This difference, while statistically significant, is not substantively large or meaningful.

Exhibit 2.2

Mobility Rates, Attendance Rates and Changes in Enrollment in Reading First and Title I Schools, 2004–05 School Year

	Reading First Schools	Title I Schools
	Percent	Percent
Change in Enrollment in Last Five Years		
Decreased	47%	44%
Remained stable	25	27
Increased	27	28
School is new	2	1
Mobility Rate	18%*	16%
Attendance Rate	94	95

Source: Principal Survey, Questions A3c, A3d, and A5.

Weight: Principal.

Weighted respondents: Mobility and attendance rates—3,186 RF principals, 12,305 Title I principals; .change in enrollment: 3,790 RF principals, 14,032 Title I principals.

Nonresponse rates across survey items: 4.2 to 9.5 percent.

Exhibit reads: Attendance rates in both Reading First and Title I schools during the 2004–05 school year were, on average, 94 and 95 percent, respectively. This difference is not statistically significant.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

School Staff

Overall, staff reports of their years of experience are similar in RF and Title I schools.

There are, however, some small differences. Principals in Title I schools have significantly more experience as principal than do their counterparts in RF schools (8.5 years vs. 7.7 years). Similarly, they have been in their current schools slightly longer than principals in RF schools (5.3 years vs. 4.8 years). While these differences in experience are statistically significant, they are not substantively large (Exhibit 2.3). Although, on average, the principals appear to be experienced, about half of the principals have been in their schools for three years or less (51 percent of the RF principals and 46 percent of the Title I principals). Further, 23 percent of RF principals and 18 percent of Title I principals reported that 2004–05 represented their first year in that school as principal (Exhibit 2.3). Frequent changes in key staff, such as the principal, may well have an effect on how well new programs function in the school.

Exhibit 2.3**Years of Experience for Staff in Reading First and Title I Schools, 2004–05 School Year**

	Reading First Schools	Title I Schools
	Mean	Mean
Principals		
Years experience as principal	7.7	8.5*
Years in this school	4.8	5.3*
Teachers		
Years experience	12.8	13.2
Years in this school	8.0	8.5
Reading Coaches¹		
	Percent	Percent
Schools with Reading Coaches	98%*	60%
	Mean	Mean
Years experience	18.0	18.5
Years in this school	7.5	9.0*
Years as reading coach in this school	1.8	3.3*

Source: Principal, and Teacher Surveys, Question A1; Reading Coach Survey, Question A3.

Weight: Principal, Teacher, and Reading coach.

Weighted respondents: 3,866 RF principals, 14,485 Title I principals; 64,545 RF teachers, 201,431 Title I teachers; 3,733 RF reading coaches, 7,613 reading coaches in Title I schools.

Nonresponse rates across survey items and respondents: 0.3 to 5.2 percent.

Exhibit reads: Principals in Reading First schools have, on average, 7.7 years experience in that position, compared with 8.5 years for principals in Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I respondents.

¹ 34 reading coaches in Title I schools were excluded from this analysis because based on their survey responses, they do not appear to meet the definition of “reading coach” used in this evaluation.

Teachers in RF and Title I schools are equally experienced, with about 13 years of teaching experience, on average. About one-third of teachers reported that they are relatively new to the current schools—14 percent of teachers for one year or less; 18 to 20 percent of teachers have taught in this school for between one and three years (See Appendix C.2.a for details).

Reading coaches in RF and Title I schools are even more experienced than teachers in these schools; on average, they have 18 years of combined teaching or coaching experience (Exhibit 2.3). Further, 75 percent of reading coaches, whether in Reading First or Title I schools, have ten or more years of experience. Reading coaches in Title I schools reported that they have been working in their current schools for more than three years; this compares with less than two years for RF coaches, reflecting a distinction between the RF and Title I schools. Most states require RF schools to employ reading coaches to support teachers’ reading

instruction; this is not the case for non-RF Title I schools, which may or may not have reading coaches.

Preservice Teacher Training in the Five Dimensions of Reading

A cornerstone of the Reading First program is that teachers should be knowledgeable about and well prepared to teach the five essential components of reading instruction—phonemic awareness, decoding, vocabulary, comprehension, and reading fluency. Teachers were asked to rate the extent to which their *preservice training* prepared them to teach the five dimensions of reading using a scale of 1 (not at all prepared) to 5 (extremely well-prepared). **Generally, across the five dimensions, RF teachers rated themselves in the middle of the range—suggesting that their preservice training left them somewhat prepared to teach these skills. On all dimensions, Title I teachers rated themselves significantly higher than did the RF teachers; these differences, while statistically significant, are substantively small. (Exhibit 2.4).**

Exhibit 2.4		
Teachers' Self-Ratings on Their Preservice Training to Teach Five Dimensions of Reading: Teachers in Reading First and Title I Schools, 2004–05 School Year		
	RF Teachers	Title I Teachers
Dimension	Mean Self-Rating	Mean Self-Rating
Phonemic awareness	2.99	3.15*
Decoding	3.10	3.19*
Vocabulary	3.25	3.45*
Comprehension	3.33	3.47*
Fluency	2.89	3.09*

Source: Teacher Survey, Question A5.
Weight: Teacher.
Weighted respondents: 64,397 RF teachers, 201,292 Title I teachers.
Nonresponse rate across survey items: < 1 percent.
Exhibit reads: Title I teachers rated themselves as better prepared based on their preservice training to teach phonemic awareness than did RF teachers (3.15 vs. 2.99, p is ≤ .05).
Notes: The stars (*) indicate that there is a statistically significant difference (i.e., p-value ≤ .05) between RF and Title I teachers.
Ratings are on a scale of 1 to 5, where 1= not at all prepared and 5 = extremely well prepared.

Student Population

Principals reported that special education services are provided to roughly the same proportion of students in RF and Title I schools. In both groups of schools, this proportion increases from about 5 percent in kindergarten to almost 10 percent for third grade students (Exhibit 2.5). Principals also reported that significantly more students in RF schools are also more likely to receive English as a Second Language (ESL) education services—about 20 percent of K–3 students, compared with about 10 percent for students in Title I schools.

Exhibit 2.5

Student Characteristics in Reading First and Title I Schools, 2004–05 School Year

	Reading First Schools	Title I Schools
	Mean Percent	Mean Percent
<i>Receive Special Education Services</i>		
Kindergarten	6%	6%
1st grade	7	7
2nd grade	8	9
3rd grade	10	10
<i>Receive ESL Instruction</i>		
Kindergarten	22*	12
1st grade	21*	12
2nd grade	21*	11
3rd grade	20*	10
<i>Instruction in language other than English</i>		
Kindergarten	7*	6
1st grade	7*	5
2nd grade	6	5
3rd grade	5*	4

Source: Principal Survey, Question A6.

Weight: Principal.

Weighted Respondents: 3,551 RF principals, 13,499 Title I principals.

Nonresponse rates across survey items and grades: 7.8 to 13.5 percent.

Exhibit reads: In RF schools and Title I schools, 6 percent of kindergarten students receive special education services.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

External Resources to Support Schools' Reading Programs

Reading First is the signature reading program of the *No Child Left Behind (NCLB)*. As such, it represents a substantial investment in improving the reading achievement of the nation's students. However, states, school districts, and schools receive support for their reading programs from other sources. **Interviews with state Reading First coordinators, for example, found that 30 states had separate reading initiatives based on scientifically based reading research (SBRR), and 36 states had major statewide initiatives focused on professional development in reading instruction for teachers or reading specialists and administrators, among other initiatives.**¹⁸ Below, we summarize survey results about the array of funding and external support for reading for Reading First schools.

Size of Reading First Grant

For the total population of Reading First schools, principals reported that the median annual RF award was \$138,000 for school year 2004–05 (Exhibit 2.6). Typically, schools receive funds for three years or more. The funds ranged in size from a low of \$2,000 to a

¹⁸ Other initiatives include revised reading or language arts standards and accountability or assessment initiatives focused on reading proficiency (29 states), early child education and school readiness initiatives (18 states), and family literacy programs such as Even Start.

high of \$854,000. About 12 percent of the awards were less than \$50,000; less than 1 percent were more than \$500,000. The great majority of the RF awards to schools (81 percent) were between \$50,000 and \$299,999. We expected that larger schools, on average, would receive larger Reading First awards, and this trend seems to hold; however, some smaller schools received larger awards as well.

Exhibit 2.6

Distribution of Reading First Funds to Schools by Average Enrollment, for Reading First Schools, 2004–05 School Year

Median RF award to schools	Reading First Schools	
	\$138,000	
Size of annual RF award	Percent of Schools	Average School Enrollment
... \$2,000—\$99,999	29%	470
...\$100,000—\$199,999	46	490
...\$200,000—\$299,999	18	511
...\$300,000—\$399,999	4	532
...\$400,000—\$499,999	2	715
...\$500,000 and over	1	737

Source: Principal Survey, Question B6.

Weight: Principal.

Weighted respondents: 2,851 RF principals.

Nonresponse rate: 27.1 percent.

Exhibit reads: 29 percent of Reading First schools received funds of between \$2,000 and \$99,999. The average school enrollment for schools receiving between \$2,000 and \$99,999 in Reading First funds was 470 students.

Other Sources of Financial Assistance for K–3 Reading Programs

Principals of the total population of Reading First schools reported that they received funding from an average of 5.1 sources, compared with 4.5 sources reported by principals of Title I schools (Appendix C, Exhibit 2.C.6). Significantly more Title I schools than Reading First schools reported receiving funding from Title I, district general funds, state textbook funds, professional development funds, and private grants.

Nonfinancial Assistance with K–3 Reading Programs

Beyond financial support, RF principals were significantly more likely to report receiving substantially more external, nonfinancial assistance than Title I principals, in a variety of areas including selecting instructional programs (76 percent vs. 56 percent), diagnosing needs of struggling readers (70 percent vs. 50 percent), conducting demonstration lessons (71 percent vs. 48 percent), and reviewing the effectiveness of reading programs (71 percent vs. 47 percent) (See Exhibit 2.7).

Exhibit 2.7**Nonfinancial External Assistance for K–3 Reading Program Activities in Reading First and Non-RF Title I Schools, 2004–05 School Year**

Type of Assistance	Reading First Schools	Title I Schools
	Percent	Percent
Planning professional development	84%*	73%
Interpreting assessment results	84*	70
Conducting classroom observation	80*	49
Providing technical assistance in implementing core reading programs	81*	50
Selecting professional development providers	77*	57
Selecting assessment instruments	76*	56
Selecting instructional programs/materials	76*	56
Reviewing reading program effectiveness	71*	47
Conducting demonstration lessons	71*	48
Diagnosing needs of struggling readers	70*	50
Setting up intervention programs for struggling readers	70*	51
Providing technical assistance for using supplementary reading materials	69*	48
Conducting needs assessment for professional development	57*	43
Leading teacher study groups	49*	33
Recruiting staff with reading expertise	40*	25

Source: Principal Survey, Question B7.

Weight: Principal.

Weighted respondents: 3,850 RF principals, 14,481 Title I principals.

Nonresponse rates across survey items: 1.7 to 4.4 percent.

Exhibit reads: 82 percent of principals in RF schools reported receiving external assistance in interpreting assessment results, compared to 70 percent of principals in Title I schools. This difference is statistically significant (p-value $\leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p-value $\leq .05$) between RF and Title I schools.

NCLB Accountability

All schools, including Reading First schools, must also continue to meet the accountability requirements of the *NCLB* legislation. *NCLB* mandates that states develop and implement systems of accountability to ensure that districts and schools make adequate yearly progress as measured by the academic achievement of its students (Part A, Sec. 1111, (b), (2)). States develop their own definitions of Adequate Yearly Progress (AYP) for their districts and schools by specifying the minimum levels of improvement in student performance that must be attained. The legislation also includes sanctions for schools that do not make AYP. Schools that do not make AYP for two consecutive years are designated as schools in need of improvement and are required to develop a plan to remedy the situation; they are in *year 1* of school improvement. If, at the end of *year 1* a school fails to make AYP, the school district is required to provide technical assistance and supplemental educational services to the eligible students in those schools. Then, if those schools fail to make AYP at the end of *year 2* of improvement, the district must implement a series of ‘corrective actions’ (e.g., replacing staff, implementing new

curricula, extending the school day, restructuring the organization of the school). If a school does not make AYP after five or more years, the school must implement a restructuring plan.

Of the 4,764 schools identified as RF schools during the 2004–05 school year, currently about 1,096 (or 23 percent) have been designated as schools in need of improvement, exactly the schools RF is supposed to serve (Exhibit 2.8). About 70 percent of the RF schools in need of improvement are in their first or second year of school improvement; about 19 percent are schools in which districts are required to implement corrective action to improve the school. In about 11 percent of these schools, districts are required to restructure schools in which AYP has not been accomplished for five years.

Exhibit 2.8**Status of Reading First Schools Designated as in Need of Improvement, 2004–05 School Year**

	Number of Schools	Percent
School improvement—Year 1	418	41%
School improvement—Year 2	294	29
Corrective action	189	19
Restructuring and planning	113	11
Total	1,014	100

Source: Database provided by the U.S. Department of Education.

Note: 82 RF schools included in the Schools in Need of Improvement database are missing a specific status classification.

Summary

The demographic characteristics of Reading First and Title I schools are similar in several areas including attendance rates, mobility, and stability of enrollment. In general, the patterns of staff experience are similar for the two groups of schools. About half of the principals and one-third of the teachers have been in their current schools for three years or less. Reading First schools, however, on average have larger enrollments and are more likely to be located in urban areas with almost half of RF schools in such a locale, compared with 39 percent of Title I schools.

The K–3 student populations of RF and Title I schools are similar in terms of the proportion of students receiving special education services and instruction in a language other than English. However, these schools differ in their proportions of students receiving ESL instruction; about one-fifth of K–3 students in RF schools receive such services, compared with about 10 percent in Title I schools.

The median school in the total Reading First population received \$138,000 in federal Reading First funds for school year 2004–05; about 80 percent of the awards were between \$50,000 and \$299,999 in size. In addition to these funds, most schools in the total population of Reading First schools received support for reading programs from Title I (91 percent) and from school district

general funds (79 percent). Reading First schools also received many different kinds of nonfinancial assistance for their K–3 reading programs in the form of assistance with planning professional development, interpreting assessment results, implementing the core reading program, and conducting classroom observations. Finally, across a variety of types of nonfinancial assistance, Reading First schools were much more likely to receive such assistance than were Title I schools.

Chapter 3: Reading Instruction

The purpose of Reading First is to change how reading is taught in K–3 classrooms. These changes may include how much time is allocated to reading instruction, the types of materials used for reading instruction, the strategies used for helping teachers implement reading instruction, and the specific activities teachers use to teach reading.

This chapter reports findings on the amount of time spent on reading instruction in Reading First and Title I schools, changes in materials and the types of materials used for reading instruction, and the types of strategies and activities used for reading instruction in Reading First and Title I classrooms.

Instructional Time

Research has shown that the amount of time that schools spend on reading is a major determinant of reading achievement (National Research Council, 1998). The Reading First program guidance notes that schools “should also consider the allocation of time, including a protected, uninterrupted block of time for reading instruction of more than 90 minutes per day.”¹⁹ This section presents results on whether uninterrupted reading blocks are scheduled, the amount of time scheduled and actually spent on reading instruction, and changes in the amount of time spent on reading instruction compared to the previous school year, as reported by reading coaches and classroom teachers.

Amount of Time Spent on Reading Instruction

Reading coaches in RF and Title I schools agreed that there is sufficient time during the school day allotted for reading instruction.²⁰ As shown in Exhibit 3.1, a great majority of reading coaches and principals (88–98 percent) reported that their schools had a scheduled reading block for grades 1–3. However, mature Reading First schools were significantly more likely than Title I schools to have a scheduled reading block (98 percent vs. 92 percent). At these three grade levels, **Reading First schools, on average, reported having a 15-minute longer scheduled reading block than did Title I schools. Very few grade 1–3 classrooms in mature Reading First schools (3 percent) reported having a scheduled reading block less than 90 minutes long, compared with more than 20 percent of the grade 1–3 classrooms in Title I schools.**

These differences between mature Reading First and Title I schools were similar for kindergarten classrooms. Kindergartens in Reading First schools were also significantly more likely to have a

¹⁹ U.S. Department of Education, Office of Elementary and Secondary Education, “Guidance for the Reading First Program.” Washington, D.C., April 2002, page 6.

²⁰ Reading coaches were asked to indicate on a scale of one to five how accurately the statement “Sufficient time during the school day is allotted for reading instruction (Question H1)” describes their school. The average response was 4.54 for RF schools and 4.46 for Title I schools. This difference is not statistically significant.

scheduled reading block than Title I kindergartens (98 percent vs. 88 percent). **Although nearly 12 percent of RF kindergartens had scheduled reading blocks less than 90 minutes long, nearly one-third of Title I kindergartens (33 percent) had reading blocks of less than 90 minutes.**

Teachers in Reading First schools, at all four grade levels, reported that they spent more time on reading than did teachers in Title I schools—a difference of about 19 minutes per day, or almost 100 minutes per week (99 minutes vs. 80 minutes per day).

Exhibit 3.1

Percentage of Mature Reading First Schools and Title I Schools with a Daily Scheduled Reading Block, Length of the Reading Block, and Total Length of Reading Instruction, 2004–05 School Year

Grade Level	Reading First Schools	Title I Schools
Kindergarten		
...Schools with reading block	98%*	88%
...Schools with a reading block <90 minutes	12%	33%*
...Length of reading block	98 minutes	94 minutes
...Total reading instruction	121 minutes	116 minutes
1st grade		
...Schools with reading block	98%*	92%
...Schools with a reading block <90 minutes	3%	21%*
...Length of reading block	116 minutes*	100 minutes
...Total reading instruction	141 minutes*	125 minutes
2nd grade		
...Schools with reading block	98%*	92%
...Schools with a reading block <90 minutes	3%	22%
...Length of reading block	114 minutes*	100 minutes
...Total reading instruction	139 minutes*	124 minutes
3rd grade		
...Schools with reading block	98%*	92%
...Schools with a reading block <90 minutes	4%	24%*
...Length of reading block	114 minutes*	99 minutes
...Total reading instruction	137 minutes*	121 minutes

Source: Reading Coach Survey, Questions D2 and D3; Principal Survey, Questions D2 and D3.

Weight: School.

Weighted respondents: 2,216 RF reading coaches or principals, 14,259 reading coaches or principals in Title I schools.

Nonresponse rates across survey items and respondents: 0 to 5 percent.

Exhibit reads: 98 percent of RF schools reported having a scheduled reading block at the kindergarten level, compared with 88 percent of Title I schools. The difference is statistically significant ($p \leq .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Total reading instruction includes the scheduled reading block. Data are taken from Reading Coach survey. If the Reading Coach survey is missing responses to this question, then data are taken from Principal Survey.

Perceived Change in Amount of Time Spent on Reading Instruction

About 60 percent of the K–3 teachers in new Reading First schools reported that they increased the amount of time spent on reading in 2004–05 as compared with 2003–04; additionally, around 45 percent of the K–3 teachers in mature Reading First schools reported increased time spent on reading compared to the prior year (Exhibit 3.2). In

comparison, about one-third of K–3 teachers in Title I schools reported increasing the amount of time spent on reading instruction in 2004–05.

Exhibit 3.2

Percentage of Teachers in Mature and New Reading First Schools and Title I Schools Who Changed the Amount of Time Spent Teaching Reading from Previous Year, 2004–05 School Year

Change in Time Spent Teaching Reading	Mature Reading First Schools	New Reading First Schools	Title I Schools
	Percent	Percent	Percent
Kindergarten teachers			
...Increase	44%	60%*	40%
...Remain the same	54	37	55*
...Decrease	2	3	5
1st grade teachers			
...Increase	47	59*	34
...Remain the same	52	36	61*
...Decrease	2	5	5
2nd grade teachers			
...Increase	47	62*	34
...Remain the same	51	35	61*
...Decrease	2	3	5
3rd grade teachers			
...Increase	42	61*	31
...Remain the same	55	35	63*
...Decrease	3	3	7

Source: Teacher Survey, Question C2.

Weight: Teacher.

Weighted respondents: 35,215 teachers in mature Reading First schools, 23,908 teachers in new Reading First schools, 187,373 teachers in Title I schools.

Nonresponse rate across grades: < 1 percent.

Exhibit reads: 47 percent of first-grade teachers in mature RF schools increased the amount of time they spent teaching reading from the previous year. 59 percent of first-grade teachers in new RF schools increased the amount of time they spent teaching reading, compared with 34 percent of first-grade teachers at Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p -value $\leq .05$) between new RF and Title I schools.

Instructional Materials

The Reading First legislation provides states and districts with specific guidelines about the selection of instructional materials for teaching reading. In their grant applications, states were required to demonstrate how they would support districts' efforts to identify instructional materials based on scientifically based reading research. The guidance further specifies that a high-quality reading program must have a coherent design and address the five essential elements of reading instruction. In this section we describe 1) how RF schools selected their reading instructional materials and 2) the instructional programs (core, supplementary, and those selected for English Language Learners) used most frequently in RF schools.

The self-report information provided by the survey respondents suggest that RF schools have made changes to their reading programs. Reading coaches and school principals indicated

whether they had changed their reading program materials since the beginning of the 2004–05 school year. RF reading coaches were significantly more likely to indicate that K–3 classrooms had ample, high quality instructional materials than were coaches in Title I schools.²¹

As shown in Exhibit 3.3, **new RF schools were significantly more likely than their Title I counterparts to have adopted a new core reading program at the beginning of the school year (39 percent vs. 16 percent). They were also much more likely to have added new intervention programs for struggling readers (74 percent vs. 43 percent), new supplementary materials (69 percent vs. 58 percent), new materials for English Language Learners (43 percent vs. 23 percent), and new reading assessments (71 percent vs. 36 percent).** Data from mature RF schools are not presented,²² because mature RF schools would most likely have adopted a new core reading program at the start of their RF grant and not changed their core program as of the beginning of the 2004–05 school year.²³

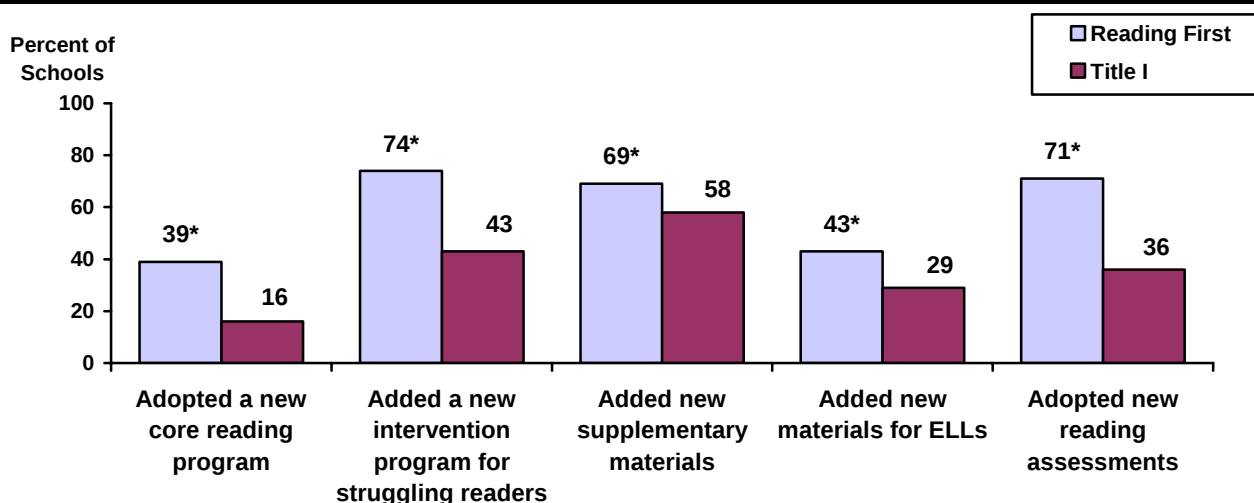
²¹ Reading coaches were asked to indicate on a scale of one to five how accurately the statement “K–3 classrooms have ample, high quality instructional materials” (Question H1)” describes their school. The average response was 4.39 for RF reading coaches and 4.01 for reading coaches in Title I schools. This difference is statistically significant ($p \leq .05$).

²² The figures for mature Reading First schools are as follows: 7 percent reported adopting a new core reading program in the 2004–05 school year; 52 percent reported adding a new intervention program for struggling readers; 57 percent reported adding new supplementary materials; 30 percent reported adding new materials for ELLs; and 26 percent reported adding new reading assessments.

²³ For this study, a core reading program is defined as one that provides a comprehensive program of instruction on a daily basis in all aspects of reading. Supplementary reading materials provide instruction in a targeted area of reading to **all** students. Intervention programs are designed to help struggling readers and are to be used in addition to the core reading program.

Exhibit 3.3

Changes to Reading Program Materials for New Reading First and Title I Schools, 2004–05 School Year



Source: Reading Coach Survey Question C3; Principal Survey, Question D7.

Weight: School.

Weighted respondents: 18,239 reading coaches and principals.

Nonresponse rates across survey items: 1 to 2 percent.

Exhibit reads: 39 percent of the new Reading First schools in the sample had adopted a new core reading program at the beginning of the school year, as opposed to 16 percent of Title I schools in the sample. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Responsibility for Selection of Materials

Interviews with state Reading First coordinators²⁴ indicated that virtually all states were involved in the selection of core reading programs for Reading First schools, either by developing a list of recommended reading programs (37 states), or by referring districts to *A Consumer's Guide for Evaluating a Core Program Grades K–3*²⁵ (15 states). However, although most state agencies were involved in choosing programs, much flexibility existed for districts and schools.

Twenty-eight states reported providing assistance to districts or schools in selecting a core reading program. Most of these states (23) provided this assistance prior to subgrant award, usually by providing lists of approved programs or other guidance (such as directing districts or schools to the Consumer's Guide).

Principals too were asked about who was involved in selecting instructional materials. As shown in Exhibit 3.4, 86 percent of principals reported the selection of core reading programs involved

²⁴ Reading First coordinators for the 50 states plus the District of Columbia, American Samoa, and the Bureau of Indian Affairs schools were interviewed.

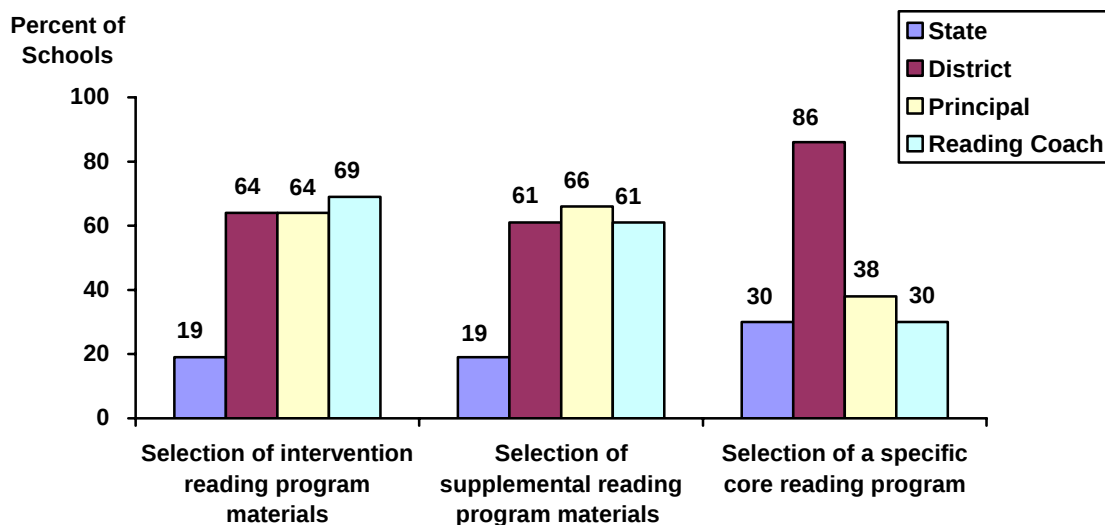
²⁵ *A Consumer's Guide for Evaluating a Core Program Grades K–3: A Critical Elements Analysis* by Deborah Simmons and Edward Kame'enui is a product of the National Center to Improve Tools for Educators and the Institute for the Development of Educational Achievement at the College of Education, University of Oregon. The *Guide* lists criteria that should be carefully considered in selecting a scientifically based core reading program.

the district. Forty-two percent of the RF principals reported that districts selected the core reading programs without the involvement of other actors. Thirty percent of the RF principals reported that the state was involved in the core reading program selection process, although principals may not have been aware of state involvement in providing menus from which to select programs.

Approximately one-third of principals in the total population of Reading First schools reported that they or their reading coach had participated in the selection of the core reading program. Very few schools (7 percent) reported that they were able to select core programs without any state or district input. **This suggests that the RF guidelines that encourage state and district participation in key instructional decisions are largely being followed.**

Exhibit 3.4

Responsibility for Selection of Reading Materials in RF Schools, 2004–05 School Year



Source: Principal Survey, Question D4.

Weight: Principal.

Weighted respondents: 3,911 RF principals.

Nonresponse rates across survey items: < 1 percent.

Exhibit reads: 69 percent of RF school principals indicated that their school's reading coach was involved in the selection of intervention reading program materials for their school.

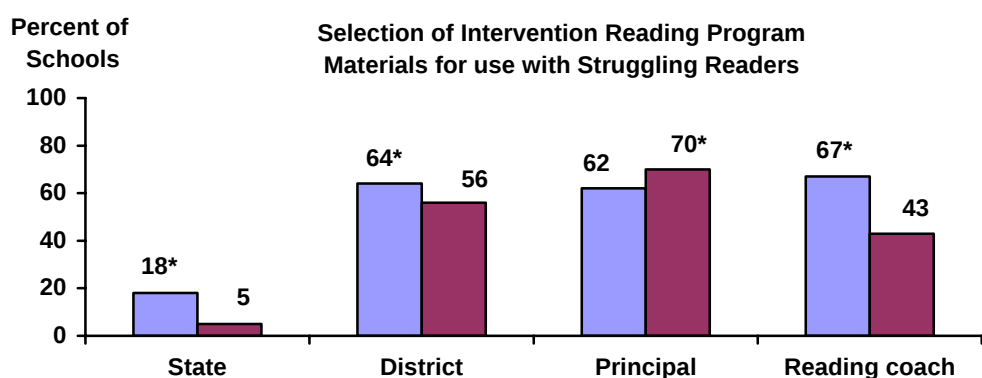
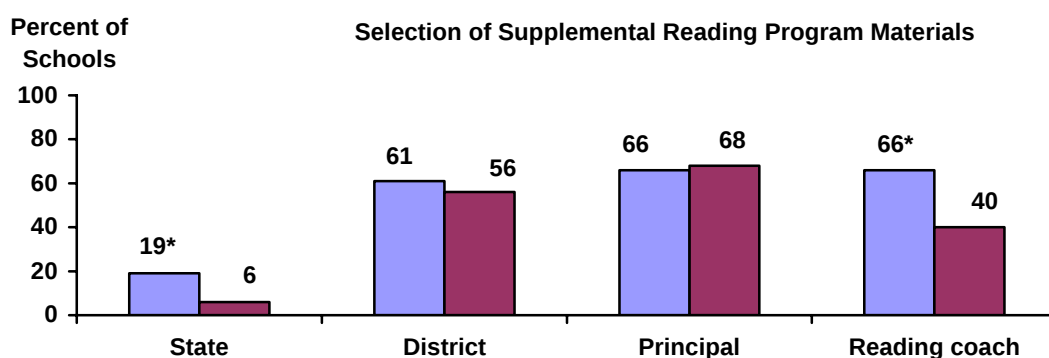
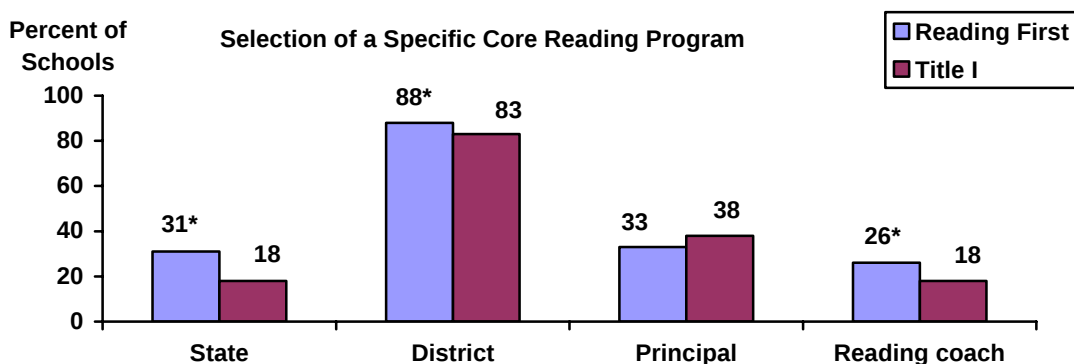
Principals reported that the districts were also involved in the selection of supplemental materials (66 percent), although the district selected supplemental materials without involvement from the school or the state for only 15 percent of schools. A smaller proportion of states helped select supplemental curriculum materials (19 percent). Principals more commonly reported that it was school personnel, either the reading coaches or principals, who selected supplemental materials (61 and 66 percent, respectively). In fact, in nearly one-third of schools (28 percent), school staff selected the supplemental curriculum materials without either state or district involvement. The selection patterns of interventions for struggling readers mirror those described above.

The actors involved in the selection of curricular materials differ in mature RF and Title I schools. As shown in Exhibit 3.5, principals in mature RF schools were more likely than

principals in Title I schools to report state involvement in the selection of core reading programs (31 percent vs. 18 percent), supplemental materials (19 percent vs. 6 percent), and intervention reading materials (18 percent vs. 5 percent).

Exhibit 3.5

Responsibility for Selection of Reading Materials in Mature Reading First and Title I Schools, 2004–05 School Year



Source: Principal Survey, Question D4.

Weight: Principal.

Weighted respondents: 2,210 RF principals, 14,684 Title I principals.

Nonresponse rate across survey items: < 1 percent.

Exhibit reads: 31 percent of principals in RF schools indicated that the state was involved in the selection of the school's core reading program vs. 18 percent of principals in Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Principals in mature RF schools were significantly more likely than Title I principals to report district involvement in selecting core materials (88 percent vs. 83 percent) and intervention materials (64 percent vs. 56 percent). These differences, although statistically significant, are not substantively meaningful. There were no significant differences between mature RF and Title I schools in district involvement for selection of supplemental materials. This may reflect the fact that core materials have not been in place long enough in Reading First schools for districts to systematically review what needs to be supplemented. Not surprisingly, reading coaches were more likely to be involved in the selection of materials in RF schools than in Title I schools, reflecting the fact that most states required their RF schools (but not their Title I schools) to hire reading coaches. Finally, principals in RF and Title I schools reported statistically similar patterns of involvement in the selection of supplemental materials. (Details are shown in Appendix C, Exhibit C.3.5.)

Core Reading Programs

One of the cornerstones of the Reading First program is the implementation of a core reading program that is supported by SBRR and provides instruction in the five essential elements of reading. A core reading program is one that provides a comprehensive daily program of instruction in all aspects of reading.

Each state is responsible for ensuring that the core reading programs the Reading First schools use, are aligned with scientifically based reading research. Some states fulfill that responsibility by developing a list of core reading programs from which districts or schools make their selections. Others allow local selection. Of the 37 state Reading First coordinators who reported the core reading programs used by name, almost all (35) reported three or more programs in use in their states. Two states limit their allowable core programs to two. The states with the shorter lists contain 20 percent of the Reading First schools in the study sample.

We asked principals and reading coaches in an open-ended question about the core program in use in each grade K–3. Both principals and reading coaches were surveyed because not all schools have reading coaches. Where available, we used the reading coach response. We received responses from 100 percent of the Reading First schools versus 81 percent of the sampled Title I schools. Response rates were lower for this question than many others in the report because it was open-ended²⁶ and possibly because some sampled Title I schools²⁷ or grades did not have a core reading program.

²⁶ Some respondents omitted the name of the publisher, the name of the program, or the year of the program.

²⁷ As is true with all of the survey results, the Title I sample includes only Title I schoolwide project (SWP) schools with at least 40 percent of the students eligible for free or reduced price lunches. Therefore this information is not generalizable to all Title I schools.

Reading First personnel reported using 37 different core reading programs²⁸ (Exhibit 3.6.a). The most frequently cited programs in Reading First schools include: Houghton Mifflin (unspecified), McGraw-Hill Reading, Nation’s Choice, Open Court, Success for All, and Trophies. The findings for the sample of Title I schools were similar. Personnel in the sampled Title I schools mentioned 49 different core reading programs (Exhibit 3.6.b). The most frequently cited programs in these Title I schools were: McGraw-Hill Reading, Open Court, Scott Foresman Reading, Success for All, and Trophies.

Exhibit 3.6.a

Core Reading Programs Used by Reading First Schools, 2004–05 School Year

Reading First Schools		
Percentage of Schools in Sample that Use the Program	Publisher	Program
1–5%	Addison Wesley	Unspecified
	Harcourt	Unspecified/Other Rigby Reading Collections
	Houghton Mifflin	Lectura Reading 2005 State Specific Edition
	McGraw-Hill	Unspecified
	Scott Foresman	State Specific Edition Reading Unspecified Literacy Works
	Sopris	Read Well
	Voyager	Universal Literacy
	Houghton Mifflin	Legacy of Literacy
	Houghton Mifflin	Unspecified
	McGraw-Hill	Reading
6–10%	Success for All	Success for All
	Harcourt	Trophies
11–23%	Houghton Mifflin	Nation's Choice
	McGraw-Hill	Open Court

Source: Reading Coach Survey, Principal Survey Question C1.

Unweighted.

Respondents: 1,042 RF reading coaches and 50 RF principals.

Nonresponse rate: 0 percent.

Exhibit reads: Between 1 and 5 percent of RF schools (reading coaches or principals) reported using a reading program published by Addison Wesley for at least one of the grades K–3.

Notes: Programs with frequencies of less than 1 percent are presented in Appendix C, Exhibit C.3.6.a.

The columns list the unweighted percent of schools that listed the specified reading program as the core program their school uses for at least one of grades K–3.

Weights were not used because many strata did not have enough respondents to accurately figure the weighted percent.

In many instances respondents identified a publisher but did not specify a program. These are designated here as “unspecified.” Percentages have been rounded to the nearest whole percent.

A number of publishers have developed programs tailored specifically to the needs of individual states, referred to here as “state specific editions.”

²⁸ 3.9 percent of the Reading Coach respondents named multiple *publishers* for an individual grade; 2.5 percent named multiple *programs* for an individual grade. Some respondents named supplemental or other noncore programs.

Exhibit 3.6.b**Core Reading Programs Used by Title I Schools, 2004–05 School Year**

Title I Schools		
Percentage of Schools in Sample that Use the Program	Publisher	Program
1–5%	Caron-Dellosa	Unspecified
	DSC	Making Meaning
	Harcourt	Signatures
		Unspecified/Other
		Rigby Reading
	Heinemann	Fountas Pinnel units of study
	Houghton Mifflin	Horizons
		State Specific Edition
	McGraw-Hill	Reading Mastery
		Spotlight on Literacy
	Saxon	Saxon Phonics
	Scholastic	Unspecified
		Literacy Place
	Scott Foresman	Lectura
		Celebrate Reading
	Sopris	Read Well
	Voyager	Universal Literacy
	Wright Group	Unspecified
6–10%	Harcourt	Collections
	Houghton Mifflin	Nation's Choice
		Reading 2005
		Legacy of Literacy
		Invitation to Literacy
		Unspecified
	McGraw-Hill	Unspecified
	Scott Foresman	Unspecified
		Literacy Works
11–18%	Harcourt	Trophies
	McGraw-Hill	Open Court
		Reading
	Scott Foresman	Reading
	Success for All	Success for All

Source: Reading Coach Survey, Principal Survey Question C1.

Unweighted.

Respondents: 273 reading coaches in Title I schools and 167 Title I principals

Nonresponse rate: 19 percent.

Exhibit reads: 1 percent of Title I sampled schools (reading coaches or principals) reported using a reading program published by Addison-Wesley for at least one of the grades K–3. The particular Addison-Wesley reading program was not specified.

Notes: Programs with frequencies of less than 1 percent are presented in Appendix C, Exhibit C.3.6.b.

The columns list the unweighted percent of schools that listed the specified reading program as the core program their school uses for at least one of grades K–3.

Weights were not used because many strata did not have enough respondents to accurately figure the weighted percent.

In many instances respondents identified a publisher but did not specify a program. These are designated here as “unspecified.”

A number of publishers have developed programs tailored specifically to the needs of individual states, referred to here as “state specific editions.”

The Title I sample includes only Title I schoolwide project (SWP) schools with at least 40 percent of the students eligible for free or reduced price lunches. Therefore this information is not generalizable to all non-RF Title I schools

Use of Supplemental Materials

The use of supplemental materials to support instruction in the five key elements of reading instruction is an important component of Reading First. Reading coaches in both RF and Title I schools were equally likely to report that supplemental materials used in their schools are aligned with SBRR.²⁹ Reading coaches and principals were asked to indicate whether teachers in their schools used supplementary reading materials to teach reading, and also to indicate the specific elements of reading for which these supplementary materials were selected.³⁰

Interestingly, although about 80 percent of the RF schools in the sample of mature RF schools used supplemental materials in their classrooms, reading coaches and principals reported that teachers in Title I schools were significantly more likely (more than 90 percent) to use supplemental materials than were teachers in RF schools. Further, reading coaches in Title I schools were more likely to report that their teachers have experience with supplemental materials.³¹ A statistically significant difference of approximately 10 percentage points (and in many cases as much as 15 percentage points) was observed across all grades and all elements of reading, with the exception of comprehension in kindergarten and fluency in grades 1 to 3. For comprehension, kindergarten teachers were equally likely to use supplemental materials in RF and Title I schools (35 percent vs. 37 percent).

The fact that Title I teachers reported that they are more likely to use supplementary materials, and that Title I reading coaches reported that their teachers have more experience with supplementary materials, is puzzling. One possible explanation is that Title I schools are less likely to have adopted one core reading program, and instead use a number of disparate supplemental materials to teach various aspects of reading. Another possibility is that Title I schools are less likely to have a core program that emphasizes all five elements of reading, and may therefore be more likely to use supplemental materials for instruction in skills like decoding, vocabulary development, and comprehension.

Instructional Activities and Strategies

The RF program is, at its core, designed to have an influence on the instructional activities of the teachers in RF schools. In this section we describe what survey results tell us about the instructional activities and strategies used by the RF teachers in our sample.

²⁹ Reading coaches were asked to indicate on a scale of one to five how accurately the statement “Supplemental materials are aligned with SBRR” (Question H1) describes their school. The average response was 4.11 for RF coaches and 4.03 for reading coaches in Title I schools. This difference is not statistically significant.

³⁰ Though we tried to be clear on the surveys, it is possible that the distinctions between supplementary and intervention materials may not have been clear to some respondents.

³¹ Reading coaches were asked to indicate on a scale of one to five how accurately the statement “K–3 teachers are experienced with supplemental reading materials” (Question H1) describes their school. The average response was 3.58 for reading coaches in Title I schools percent vs. 3.29 for RF coaches. This difference is statistically significant ($p \leq .05$).

Characteristics of Instruction at the School Level

The importance of improving reading instruction is central to RF's potential for positive effects in schools. **As shown in Exhibit 3.7, reading coaches in RF and Title I schools were equally likely to report a schoolwide focus on reading and language arts and alignment of reading instruction with state reading and language arts standards. In contrast, however, RF coaches were significantly more likely than reading coaches in Title I schools to report that the core reading program is aligned with scientifically based reading research (4.63 vs. 4.29).** Also, consistent with the findings presented earlier, coaches in RF schools were significantly more likely to report involvement from the state and district in providing direction concerning reading instruction than coaches in Title I schools (4.22 vs. 3.66). On the other hand, reading coaches in RF schools were significantly **less** likely than their Title I counterparts to report that teachers in their schools are motivated to improve reading instruction (4.04 vs. 4.22). This difference, however, while statistically significant, is not large enough to be substantively meaningful.

Exhibit 3.7

Characteristics of Reading Instruction as Reported by Reading Coaches in Mature Reading First and Title I Schools, 2004–05 School Year

	Reading First	Title I
	Mean	Mean
K–3 teachers are knowledgeable about scientifically based reading instruction	3.63	3.52
K–3 teachers make an effort to involve parents in their children's reading instruction	3.84	3.96
K–3 teachers are experienced with the core reading program	3.99	4.05
K–3 teachers are motivated to improve reading instruction	4.04	4.22*
The district provides direction concerning reading instruction	4.12	3.96
The state provides direction concerning reading instruction	4.22*	3.66
Reading instruction in K–3 classrooms is aligned with the state reading/language arts content standards	4.45	4.43
There is a schoolwide focus on reading and language arts	4.52	4.59
The core reading program is aligned with SBRR	4.63*	4.29

Source: Reading Coach Survey, Question H1.

Weight: Reading coach.

Weighted respondents: 2,215 RF reading coaches, 7,563 reading coaches in Title I schools.

Nonresponse rates across survey items: 1 to 3 percent.

Exhibit reads: Reading coaches were asked to indicate on a scale of one to five how accurately the statement “Teachers use a variety of instructional materials to fill in gaps in the core program” described their school. The average response for RF schools was 3.46 for RF schools and 3.69 for Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Collaboration on Reading Instruction

Reading coaches in mature RF schools reported that their schools have more time regularly set aside for staff to collaborate on reading lesson planning and instruction. The difference, although statistically significant, is not large, more often than monthly in RF schools and somewhat less

frequently in Title I schools.³² Teachers, however, corroborate this finding. As shown in Exhibit 3.8, teachers in Title I schools were more likely to report that **no** time was set aside for collaboration on reading lesson planning and instruction (17 percent vs. 10 percent), or for observation of reading instruction in other classrooms (62 percent vs. 54 percent).

Exhibit 3.8

Teacher Reports on the Type and Frequency of Collaboration About Reading in Mature Reading First and Title I Schools, 2004–05 School Year

Type and Frequency of Collaboration:	Reading First Teachers	Title I Teachers
	Percent	Percent
<i>Collaborate on reading lesson planning and instruction</i>		
...Not at all	10%	17%*
...Infrequently (monthly or less)	43*	33
...Once a week or more	38	35
...Informally, as needed	9	15*
<i>Observe reading instruction in other classrooms</i>		
...Not at all	54	62*
...Infrequently (monthly or less)	24	19*
...Once a week or more	1	1
...Informally, as needed	21*	18
<i>Help with coaching or be coached about reading by other teacher</i>		
...Not at all	23	39*
...Infrequently (monthly or less)	45*	35
...Once a week or more	12*	7
...Informally, as needed	20	19

Source: Teacher Survey, Question C3.

Weight: Teacher.

Weighted respondents: 64,545 RF teachers, 201,431 Title I teachers.

Nonresponse rates across survey items: < 1 percent.

Exhibit reads: 43 percent of K–3 teachers in RF schools reported having time set aside “infrequently” (monthly or less) for collaboration on lesson planning and instruction, compared with 33 percent of K–3 teachers in Title I schools. This difference is statistically significant (1 = Not at all; 2 = 1–4 times per year; 3 = 5–8 times per year; 4 = once a month; 5 = once a week or more)

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p-value ≤ .05) between RF and Title I respondents.

Instructional Activities

We created six composites to summarize teachers’ self-ratings of the centrality of a series of instructional activities associated with the following reading dimensions and other instructional features: 1) phonemic awareness and decoding; 2) vocabulary; 3) comprehension; 4) fluency; 5) use of scientifically based instructional strategies and materials in their classroom; and 6) negative alignment with scientifically based reading research. (See Appendix D for a list the individual items included in each composite.) Scores were computed for each composite based on the percentage of instructional activities specified in that composite that a teacher rated as

³² Reading coaches were asked to indicate on a scale of one to five (1 = Not at all; 2 = 1–4 times per year; 3 = 5–8 times per year; 4 = once a month; 5 = once a week or more) how often time is set aside for collaboration on reading lesson planning. The average response for RF schools was 4.23 and 3.88 for Title I schools. This difference is statistically significant ($p \leq .05$).

“central to their instruction.” For example, if a kindergarten teacher rated six of the seven activities that comprise the comprehension composite as central, then their score would be 85.7 percent. Exhibit 3.9 presents the mean percents for the six composites obtained teachers in each of the four target grades in mature RF schools and Title I schools.

Exhibit 3.9

Teacher Ratings of the Centrality of SBRR Aligned Instructional Activities in Mature Reading First and Title I Schools, 2004–05 School Year

	Reading First Teachers	Title I Teachers
	Mean Percent	Mean Percent
<i>Phonemic Awareness and Decoding</i>		
Kindergarten	91%*	86%
1st grade	85*	81
2nd grade	63	59
3rd grade	58	54
<i>Comprehension</i>		
Kindergarten	71	69
1st grade	74	72
2nd grade	67	70
3rd grade	72	70
<i>Vocabulary</i>		
Kindergarten	62	60
1st grade	88	87
2nd grade	71	72
3rd grade	81*	75
<i>Fluency</i>		
Kindergarten		
1st grade	87*	83
2nd grade	57	58
3rd grade	56*	47
<i>Overall Composite SBRR</i>		
Kindergarten	77*	68
1st grade	79*	76
2nd grade	76*	72
3rd grade	75*	70
<i>Overall Composite Non-SBRR</i>		
Kindergarten	66	67
1st grade	68	70
2nd grade	66	64
3rd grade	66	64

Source: Teacher Survey, Question C4.

Weight: Teacher.

Weighted Respondents: 38,317 RF teachers, 200,730 teachers in Title I schools.

Nonresponse rates across composites and grades: 0.2 to 4.5 percent.

Exhibit reads: Kindergarten teachers in RF schools, on average, rated 91 percent of SBRR-aligned phonemic awareness and decoding activities as central to their instruction; this compares with 86 percent for kindergarten teachers in Title I schools. This difference is statistically significant ($p < .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Kindergarten teachers were not asked any questions related to fluency instruction.

Across the six composites, there were some significant differences between teachers in mature RF and Title I schools. In general, however, the differences while statistically significant are not large. Specifically:

- Kindergarten and first-grade teachers in RF schools rated a higher proportion of scientifically based practices to teach phonemic awareness and decoding as central than did teachers in Title I schools (kindergarten: 91 percent vs. 86 percent; first grade: 85 percent vs. 81 percent).
- Across all four grades, there were no differences between RF teachers and teachers in Title I schools in the proportion of scientifically based practices to teach comprehension that were rated as central.
- Third-grade teachers in RF schools rated a higher proportion of scientifically based practices to teach vocabulary as central than did teachers in Title I schools (81 percent to 75 percent). There were no significant differences between RF teachers and teachers in Title I schools at the grade levels.
- First- and third-grade teachers in RF schools rated a higher proportion of scientifically based practices to teach fluency as central than did teachers in Title I schools (first grade: 87 percent to 83 percent; third grade: 56 percent vs. 47 percent).
- RF Teachers across all four grades rated a higher proportion of scientifically based teaching strategies and materials as central than did teachers in Title I schools. The differences in grades 1, 2 and 3 are substantively small although statistically significant. The difference in kindergarten is larger and more substantively meaningful (77 percent vs. 68 percent).
- There were no significant differences between K–3 RF teachers and teachers in Title I schools in the proportion of non-scientifically based activities that teachers rated as central to their instruction.

Summary

The Reading First legislation requires all aspects of reading instruction in RF schools to be scientifically based, and the RF guidance recommends considering the allocation of time for reading instruction, as well as carefully selecting scientifically based materials, activities, and strategies for reading instruction. On the issue of time allocation, significantly more RF schools reported having scheduled reading blocks than did non-RF Title I schools (98 percent vs. 92 percent), and RF schools reported scheduling about 15 more minutes for their reading blocks in grades 1–3 than non-RF Title I schools. In addition, teachers in RF schools reported spending about 19 more minutes per day teaching reading than non-RF Title I teachers. Compared to teachers in non-RF Title I schools, significantly more teachers in *new* RF schools reported increasing the amount of time they spent teaching reading compared to the previous year (across all grades, 35 percent vs. 61 percent).

Reading First schools have made changes to their reading programs since they received their RF funds. New RF schools were significantly more likely than their non-RF Title I counterparts to have adopted a new core reading program (39 percent vs. 16 percent), to have added new

intervention programs for struggling readers (74 percent vs. 43 percent), to have added new supplementary materials (69 percent vs. 58 percent), and to have adopted new materials for English Language Learners (43 percent vs. 23 percent). Reading First schools also were more likely than non-RF Title I schools to report the involvement of districts (88 percent vs. 83 percent) and states (31 percent vs. 18 percent) in the selection of a core reading program. The particular types of materials selected and used by RF and non-RF Title I schools differ as well. Reading First schools are more likely than non-RF Title I schools to use supplemental materials designed especially for ELLs to support the instruction of ELL students in their classrooms (60 percent vs. 41 percent). Non-RF Title I schools are more likely than RF schools to use supplemental materials to teach phonemic awareness (74 percent vs. 60 percent in kindergarten), decoding (79 percent vs. 63 percent in first grade), vocabulary (70 percent vs. 51 percent in first grade), and comprehension (75 percent vs. 60 percent in third grade).

Reading instructional activities and strategies also appear to be aligned with the tenets of the Reading First program. Teachers in Reading First schools were more likely to report instruction that aligned with SBRR is central to their instruction than were teachers in Title I schools. Specifically, kindergarten, first- and second-grade teachers in RF schools were significantly more likely to report using scientifically based practices to teach decoding and phonemic awareness; kindergarten teachers were significantly more likely to use scientifically based practices to teach comprehension; and third-grade teachers were more likely to use scientifically based practices to teach vocabulary and fluency than were Title I teachers. In addition, RF kindergarten, first-, and second-grade teachers were significantly less likely than Title I teachers to use activities not aligned with SBRR as a central part of their reading instruction. Reading First teachers across all four grades were more likely than Title I teachers to report using scientifically based teaching strategies and materials.

Chapter 4: Interventions for Struggling Readers

A central objective of the Reading First legislation is to provide effective instruction to children in grades K–3 who are having difficulty learning to read, may be at risk of being referred to special education, or are having difficulty mastering the five key components of reading. Reading First aims to provide targeted interventions to those students who have been identified as struggling readers—expressly to help them overcome difficulties that could otherwise lead to unnecessary special education referrals.

This section presents findings organized into several subsections: a) identification of students who may need interventions to develop their reading skills and the availability of intervention services to serve them, b) methods used to meet the needs of struggling readers, and c) coordination of services provided to struggling readers.

Identification for and Availability of Interventions for Struggling Readers

Principals were asked to identify which sources of information they used (during the 2004–05 school year) to identify struggling readers in need of intervention services. In general, principals in RF and Title I schools reported that they drew from multiple sources to identify struggling readers requiring interventions. Most principals (80 percent) reported having used eight out of the ten sources listed in Exhibit 4.1. The most common sources were readily available reading tests, such as progress monitoring tests, tests from the core reading program, and diagnostic tests, as well as recommendations from teachers. More than 90 percent of both RF and Title I school principals reported using these methods in that year to identify students as struggling readers in need of interventions. Indeed, reading coaches in both RF and Title I schools reported using reading assessments to screen students for difficulties.³³

Principals in RF schools were more likely to rely on the results of progress monitoring and screening tests to identify students as struggling readers than were principals in Title I schools (98 percent vs. 90 percent and 87 percent vs. 82 percent, respectively; see Exhibit 4.1). There were no significant differences between RF and Title I principals in their reported use of a) scores on tests from the core reading program, b) diagnostic tests, and b) standardized tests, to identify struggling readers. Nor were there any differences between RF and Title I schools' identification of struggling readers based on teacher or other school staff recommendation or classroom observations.

Reading coach recommendations were a significantly more common source of information used to identify struggling students in RF schools than in Title I schools (92 percent vs. 55

³³ Reading coaches were asked to indicate on a scale from one to five how accurately the statement “reading assessments are used to screen students for reading difficulties” (Question H1) describes their school. The average response for RF schools was 4.32 and 4.28 for Title I schools. This difference is not statistically significant.

percent); this is not surprising given that Title I schools do not necessarily have a reading coach on staff. Finally, principals in Title I schools reported that they were significantly more likely to use parent requests to identify struggling readers than are RF principals (80 percent vs. 70 percent).

Exhibit 4.1

Methods Used to Identify Students for Reading Interventions, in Mature Reading First and Title I Schools, 2004–05 School Year

Method	Reading First Schools	Title I Schools
	Percent	Percent
Progress monitoring tests	98%*	90%
Teacher recommendation	97	98
Scores on tests from core reading program	95	92
Diagnostic tests	91	91
Reading coach recommendation ¹	92*	55
Standardized achievement tests	88	88
Screening tests	87*	82
Documented classroom observations	84	85
Other school staff recommendations	76	78
Parent request	71	80*

Source: Principal Survey, Question E2.

Weight: Principal.

Weighted respondents: 2,189 Reading First principals, 14,487 Title I principals.

Nonresponse rates across survey items: 1.4 to 4.2 percent.

Exhibit reads: Reading First schools are more likely than are Title I schools to use progress monitoring tests to identify students for reading interventions (98 percent vs. 90 percent). This difference is statistically significant ($p \leq .05$).

1. Only schools that have reading coaches are included in the analysis of this item.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p -value $\leq .05$) between RF and Title I schools.

Availability of Services

There were no substantive or statistically significant differences between RF and Title I schools in terms of availability of intervention services for struggling readers; about 80 percent of principals across both RF and Title I schools reported that reading intervention services are available for students who need them. Nor did the average waiting time for students to receive services differ significantly across RF and Title I schools. In about two-thirds of the schools, principals reported that there was no wait time at all for students in need of intervention. On average, students in need of such services wait an average of about one week before receiving services.

Methods to Meet the Needs of Struggling Readers

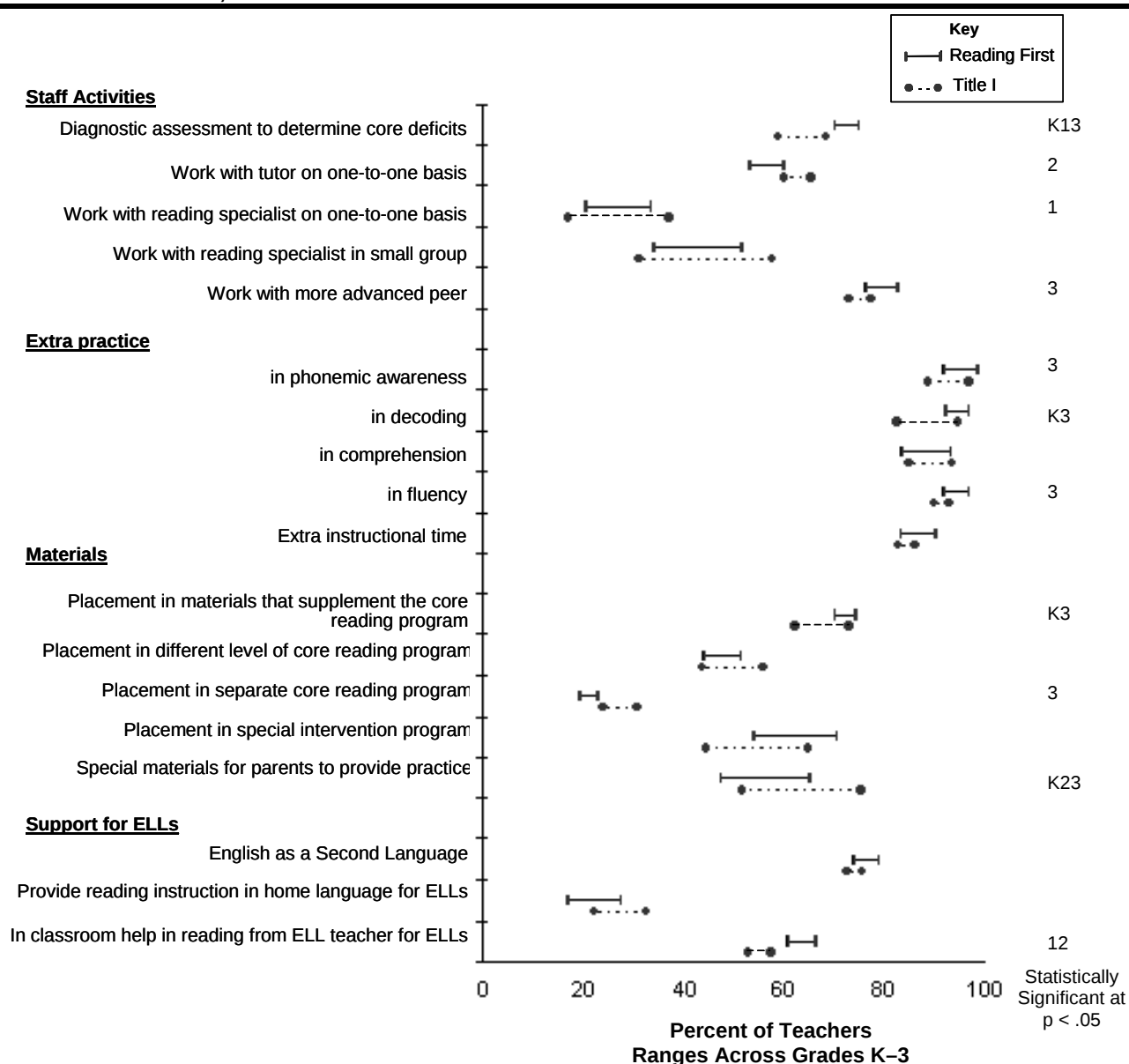
Once students are identified as struggling readers, teachers use a variety of supports to meet their needs. Teachers were asked to indicate, for the previous month, which additional supports they used with their students (e.g., providing extra practice in key areas, working with specialists). **Kindergarten and third-grade teachers in RF schools were significantly more likely than teachers in Title I schools to report supporting struggling readers by using materials that**

supplement the core reading program (Exhibit 4.2, kindergarten teachers: 70 percent vs. 62 percent; third-grade teachers: 74 percent vs. 66 percent). There were no significant differences for first- and second-grade teachers. **RF teachers in three grades (kindergarten, second, and third) were significantly more likely than their counterparts in Title I schools to place their struggling students in intervention programs** (kindergarten: 54 percent vs. 45 percent; second grade: 70 percent vs. 61 percent; third grade: 68 percent vs. 60 percent).

Exhibit 4.2 also shows that RF teachers in all four grades were significantly more likely than Title I teachers to rely on diagnostic assessments to determine their struggling readers' core deficits (kindergarten: 75 percent vs. 59 percent; first grade: 78 percent vs. 69 percent; second grade: 72 percent vs. 65 percent; third grade: 70 percent vs. 61 percent). Relatively few teachers across both RF and Title I schools reported using reading specialists, placing their students in a separate core reading program, or providing reading instruction in ELL students' home language to meet the needs of their struggling students.

Exhibit 4.2

Teachers' Use of Supports Used to Meet the Needs of Struggling Readers in Mature Reading First and Title I Schools, 2004–05 School Year



Source: Teacher Survey, Question C9.

Weight: Teacher.

Weighted respondents: 38,309 RF teachers, 201,864 Title I teachers.

Nonresponse rates across survey items and grades: 0.1 to 1.1 percent.

Exhibit reads: Across three grades, RF teachers were significantly more likely than Title I teachers to use diagnostic assessments to determine core deficits.

Notes: For the items under ‘Support for ELLs’ the grade level means—as represented by the bars—are based on teachers who reported having ELL students in their classrooms.

Each bar represents the range of the grade-level means computed for each item.

For each grade level, a significant difference ($p \leq .05$) between RF teachers and Title I teachers is indicated by the grade level symbol (i.e., K, 1, 2, 3). For example, if kindergarten, second grade, and third grade showed significant differences between RF teachers and Title I teachers, then “K23” would be presented.

See Appendix C, Exhibit C.4.2 for additional statistics.

In both RF and Title I schools, most teachers reported providing extra practice in one of the key dimensions of reading to meet the needs of their struggling readers. We constructed a composite measure to summarize teachers' provision of extra practice that includes the three dimensions of reading in which struggling readers most typically need additional practice, phonemic awareness, decoding, and fluency. Scores on the composite range from 0 to 3; a score of 0 indicates that the teacher did not provide extra practice in any of these three dimensions in the last month, while a score of 3 means that the teacher provided extra practice in all three dimensions. Exhibit 4.3 shows the grade-level mean scores on the composite measure of extra practice teacher reported providing to students last month. **Across three grades—kindergarten, second and third—on average, teachers in RF schools reported providing practice in significantly more dimensions than did teachers in Title I schools; however, these differences are substantively small.**

Exhibit 4.3

Teachers' Scores on Composite Measure Extra Practice Provided to Struggling Readers in the Previous Month, in Mature Reading First and Title I Schools, 2004–05 School Year

Grade	Reading First Teachers	Title I Teachers
	Mean	Mean
Kindergarten	2.75*	2.66
1st grade	2.83	2.78
2nd grade	2.83*	2.74
3rd grade	2.72*	2.45

Source: Teacher Survey, Question C9.

Weight: Teacher.

Weighted respondents: 38,386 RF teachers, 203,540 Title I teachers.

Nonresponse rates across survey items and grades: 0.3 to 0.8 percent.

Exhibit reads: Reading First teachers in grade 3 provided significantly more practice in more of the key dimensions of reading than did Title I teachers to struggling readers (2.72 vs. 2.45, $p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.

Principals and reading coaches were also asked to identify the materials and staff activities used in their school to meet the needs of struggling readers. As seen in Exhibit 4.4, about 90 percent of principals in RF and Title I schools reported having used a core reading program, augmented by supplemental materials during the 2004–05 school year to meet the needs of struggling readers. **Principals in Title I schools were significantly more likely to report that their schools used separate program materials for interventions than were principals in RF schools (78 percent vs. 70 percent).** Further, reading coaches in Title I schools were more likely to report that their teachers are experienced with reading intervention materials than were reading coaches in RF schools. However, RF coaches were more likely to agree that reading intervention materials are aligned with scientifically based research than reading coaches in Title I schools. When asked about the prior school year, RF school staff were significantly more likely than staff in Title I schools to have reported using *only* the materials from their core reading programs to meet the needs of struggling readers (27 percent vs. 20 percent).

These findings suggest that in general, teachers rely heavily on the core reading program and supplementary materials. Because core reading programs are often chosen to emphasize research-based, systematic instruction, relying on them may indicate that teachers are adopting a systematic approach to teaching reading. This is in contrast to using reading instructional activities from a variety of sources (e.g., several different reading programs), which could lead to less systematic instruction.

Exhibit 4.4

Materials Used to Meet the Needs of Struggling Readers in the Last Year, as Reported by the Principals or Reading Coaches in Reading First and Title I Schools, 2004–05 School Year

Materials	RF Schools	Title I Schools
	Percent	Percent
Use core reading program with supplemental materials	90%	90%
Use separate program materials in interventions	70	78*
Use alternative materials designed for English learners	47	49
Use reading materials written in students' home language	32	36
Use core reading program only	27*	20

Source: Principal Survey, Question E1; Reading Coach Survey, Question E1.

Weight: School.

Weighted respondents: 3,893 RF principals or reading coaches; 14,171 Title I principals or reading coaches.

Nonresponse rates across survey items and respondents: 0.7 to 7.5 percent.

Exhibit reads: Reading First schools were significantly less likely than Title I schools to use separate program materials to meet the needs of struggling readers (70 and. 78 percent, $p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Principals and reading coaches reported using a variety of staff and activities to meet the needs of struggling readers. **As seen in Exhibit 4.5, across both RF and Title I schools, classroom teachers and trained aides were most often used to provide additional direct instruction and practice opportunities for struggling readers during the school day. Overall, the patterns were quite similar for both RF and Title I schools.** However, certified special education teachers were significantly more likely to be called upon to make recommendations about how to meet the needs of these students in Title I schools than in RF schools (83 percent vs. 72 percent). Title I schools were also significantly more likely than RF schools to use untrained aides during the school day to assist in meeting the needs of struggling readers (42 percent vs. 34 percent).

Exhibit 4.5**Staff Activities Used to Meet the Needs of Struggling Readers in the Previous Year, as Reported by the Principals or Reading Coaches in Reading First and Title I Schools, 2004–05 School Year**

	RF Schools	Title I Schools
Staff Activities	Percent	Percent
Classroom teacher provides additional practice opportunities	98%	98%
Classroom teacher provides additional direct instruction	97	97
Trained aides or volunteers work with students during class	87	87
A certified special education teacher provides recommendations on accommodations	72	83*
A certified reading specialist works directly with students	51	57
Trained aides or volunteers work with students before or after school	51	52
A certified bilingual/ESL teacher provides recommendations on accommodations	44	43
Untrained aides or volunteers work with students during class	34	42*
Untrained aides or volunteers work with students before or after school	15	17

Source: Principal Survey, Question E1; Reading Coach Survey, Question E1.

Weight: School.

Weighted respondents: 3,893 RF principals or reading coaches; 14,171 Title I principals or reading coaches.

Nonresponse rates across survey items: 0.3 to 3.1 percent.

Exhibit reads: Almost all (98 percent) of Reading First and Title I teachers provide additional practice for struggling readers.

There is no statistically significant difference on this item between Reading First and Title I teachers.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.

Time Set Aside for Coordination of Interventions Among Teachers and Other Staff

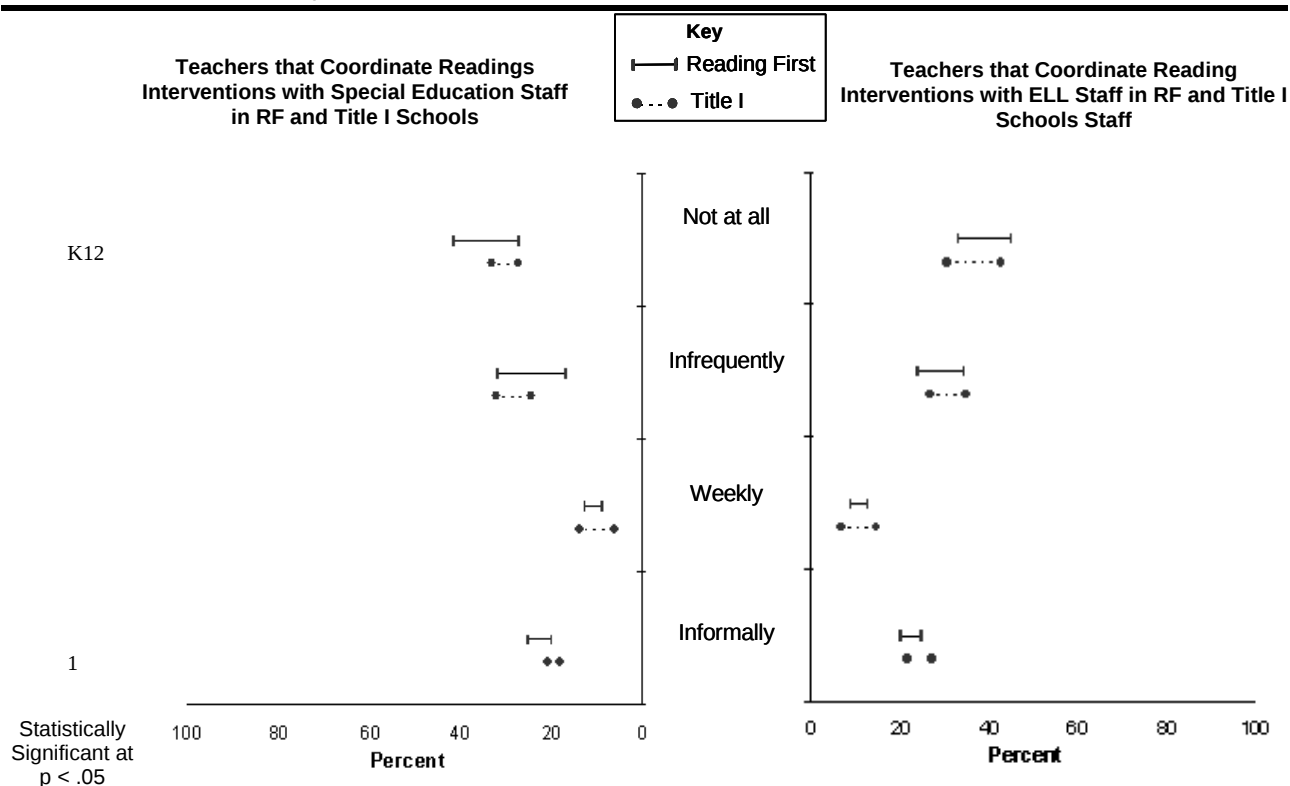
Reading intervention efforts with struggling readers or ELL students, to be successful, must allow time for teachers, ELL staff, or special education teachers to coordinate their instructional activities. Absent such coordination—if teachers and other staff are not working on the same reading subskills and in the same sequence—the usefulness of the reading intervention is likely to be compromised.

As seen in Exhibit 4.6, in general, relatively few teachers in any grade reported that time is set aside to coordinate instructional activities; less than 15 percent of teachers in both RF and Title I schools reported that time was available weekly. Although more teachers at all grades reported that time is set aside for meeting with ELL and special education staff (in both RF and Title I schools), over 31 percent (and up to 45 percent) reported that *no* such time was designated. Specifically, **RF kindergarten, first- and second-grade teachers were significantly more likely than Title I teachers to report no time set aside for coordination of the reading instruction provided to their special education students (kindergarten: 51 percent vs. 44 percent, first-grade: 42 percent vs. 35 percent; second grade: 37 percent vs. 30 percent).** There were no significant differences between RF and Title I teachers with regard to time set aside to coordinate instruction with ELL staff (Exhibit 4.6). These findings are consistent

with reading coach and principal reports of how often time is set aside for coordination between teachers, ELL staff and staff providing special education services (SPED) to students.³⁴

Exhibit 4.6

Amount of Time Teachers in Reading First and Title I Schools Set Aside to Coordinate Interventions with Staff, 2004–05 School Year



Source: Teacher Survey, Questions C3F and C3G.

Weight: Teacher.

Weighted respondents: special education coordination—64,457 RF teachers, 201,054 Title I teachers; ELL coordination—37,641 RF teachers, 94,880 Title I teachers.

Nonresponse rates across survey items and grades: < 1 percent.

Exhibit reads: In three of four grades more Reading First teachers than Title I teachers indicated that there is no time set aside for coordinating reading interventions for struggling readers.

Notes: Grade-level means for coordinating interventions with ELL staff (right panel) are based on teachers who reported having ELL students in their classrooms

Each bar represents the range of the grade-level means computed for each item.

For each grade level, a significant difference ($p < .05$) between RF teachers and Title I teachers is indicated by the grade level symbol (i.e., K, 1, 2, 3). For example, if kindergarten, second grade, and third grade showed significant differences between RF teachers and Title I teachers, then "K23" would be presented.

See Appendix C, Exhibit C.4.6 for additional statistics.

³⁴ Principals and reading coaches were asked how often during the year time is regularly set aside for coordination with SPED and ELL staff, on a scale from "not at all" to "once a week or more" (Question D1). The average response regarding coordination with SPED staff for RF schools was 3.16 and 3.05 for Title I schools, which corresponds to between five to eight times per year on the scale. The average response regarding coordination with ELL staff (in schools serving ELL students) was 2.79 in RF schools and 2.58 in Title I schools, corresponding to between one to four times and five to eight times per year. Neither of these differences are statistically significant.

Summary

One of the goals of Reading First is for schools to identify, provide, and coordinate services to students who are struggling to learn to read. Staff in both RF and Title I schools reported using information from readily available reading tests to identify students as struggling readers. However, RF teachers across all grades were significantly more likely to rely on diagnostic assessments to determine their struggling readers' core deficits than were teachers in corresponding grades in Title I schools. Additionally, there were differences in schools' reported use of staff recommendations to identify struggling readers. While both RF and Title I schools reported using teacher recommendations quite often to identify students for interventions, RF schools more often relied on reading coach recommendations to identify struggling readers than Title I schools.

There were only small differences in RF and Title I schools' use of materials and staff activities to meet the needs of struggling readers. In general, teachers reported relying heavily on the core reading program and supplementary materials. In addition, teachers in both RF and Title I schools provided extra practice opportunities in the key dimensions of reading to meet the needs of struggling readers. However third-grade teachers in RF schools reported providing their struggling readers with extra practice opportunities in phonemic awareness, decoding, and fluency more often than their counterparts in Title I schools. More generally, RF teachers in three of four grades reported providing practice in significantly more reading dimensions than did Title I teachers.

RF and Title I schools are similar with respect to planning and coordinating instruction for struggling readers; in general, teachers in both types of schools reported that little time is set aside to coordinate interventions for struggling readers with ELL or special education staff. This finding is consistent with reading coach and principal reports from both sets of schools, indicating that this sort of coordination, while important to the success of intervention services, has yet to be achieved.

Chapter 5: Assessment

Assessment of students' reading proficiency is a central element of Reading First; the legislation specifically requires that schools assess students for screening, diagnostic, progress monitoring, and outcome purposes in the five core dimensions of reading instruction (i.e., phonemic awareness, phonics, vocabulary, reading comprehension, and fluency). States and districts are to provide assistance to RF schools in selecting, administering, and interpreting reading assessments as well as professional development to teachers in the use of reading assessments, particularly with students at risk of reading failure. The Reading First program does not advocate the use of any specific assessment but rather requires that reading assessments selected by states, districts, or schools be psychometrically strong and aligned with instruction (U.S. Department of Education, OESE, "Guidance for the Reading First Program," April 2002).

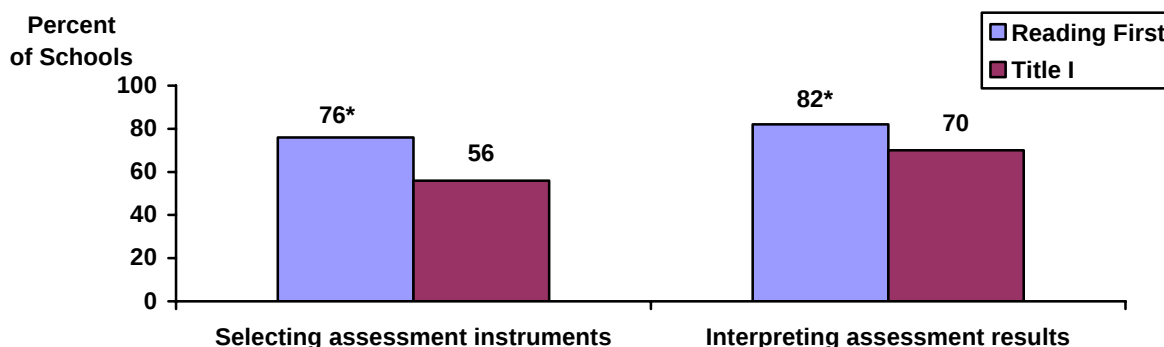
In this section we describe differences between Reading First schools and non-RF Title I schools in (a) the selection and interpretation of reading assessments and (b) the types of reading assessments teachers find useful in their classroom applications.

Selection and Interpretation of Reading Assessments

Significantly more Reading First principals reported that their schools received assistance selecting assessment instruments than did non-RF Title I principals (76 percent vs. 56 percent) and interpreting assessment results (82 percent vs. 70 percent). (Exhibit 5.1)

Exhibit 5.1

Assistance for K–3 Reading Assessment Activities in Mature Reading First and Title I Schools, 2004–05 School Year



Source: Principal Survey, Questions B7b and B7f.

Weight: Principal.

Weighted respondents: 2,169 RF principals; 14,481 Title I principals.

Nonresponse rates across survey items: 1.5 to 2.3 percent.

Exhibit reads: 76 percent of RF schools received assistance selecting assessment instruments, as compared with 56 percent of Title I schools. This difference was statistically significant ($p \leq .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

See Appendix C, Exhibit C.5.1 for additional statistics.

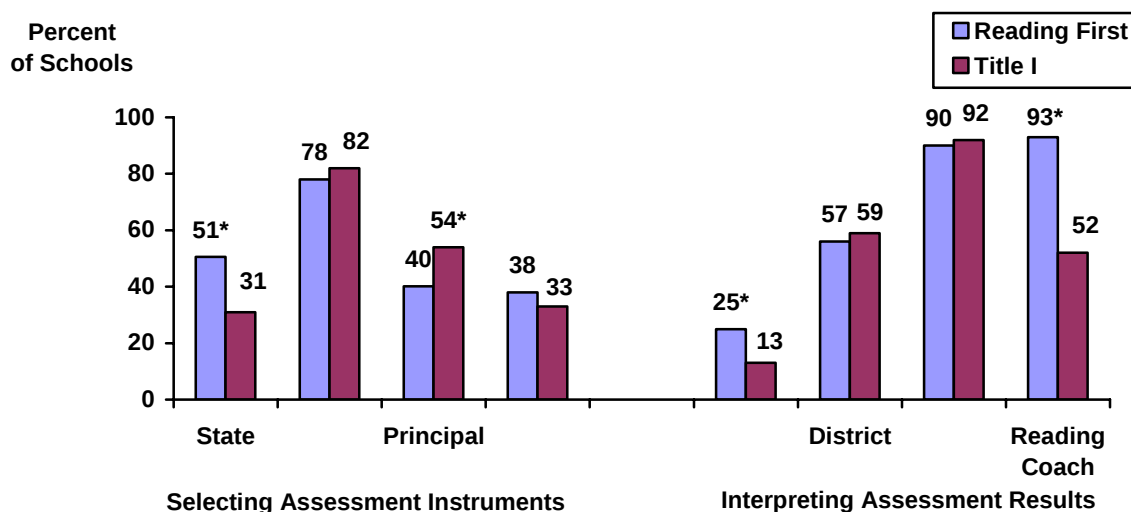
Selection of Reading Assessments

As shown in Exhibit 5.2, over three-quarters of the principals in RF and Title I schools identified the district as responsible for the selection of assessment instruments. However, half of Reading First principals (51 percent) indicated that selecting assessment instruments was also the state's responsibility, compared to only 31 percent of Title I principals.³⁵

The direct role that states and districts played in selecting reading assessments for Reading First schools was also evident through our review of state Reading First grant applications and interviews with state Reading First coordinators. **Of the states and jurisdictions reporting, 55 percent (29 states) selected all of the assessments to be used administered in Reading First schools.** An additional 18 states (32 percent) selected at least one of the assessments (but not all) to be administered as part of a portfolio of assessments selected by the district. Only six states (11 percent) did not specify any required assessment.

Exhibit 5.2

Responsibility for Reading Assessment Activities in Mature Reading First and Title I Schools as Reported by Principals, 2004–05 School Year



Source: Principal Survey, Questions D4d and D5d.

Weight: Principal.

Weighted respondents: 2,196 RF principals; 14,353 Title I principals.

Nonresponse rates across survey items and respondents: 0.6 to 3.9 percent.

Exhibit reads: 51 percent of RF principals identified the state as responsible for selecting assessment instruments, as compared with 30 percent of Title I principals. This difference was statistically significant ($p \leq .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

See Appendix C, Exhibit C.5.2 for additional statistics.

³⁵ Principals could identify one or more entities as having responsibility.

Interpretation of Assessment Results

Nearly all principals, about 90 percent, in Reading First and Title I schools identified themselves as responsible for interpreting assessment results. In addition, more than half the Reading First and Title I principals identified the district as responsible for this activity (57 percent vs. 59 percent). However, almost all RF principals (93 percent) also identified the school’s reading coach as responsible for interpreting assessment results, compared to only half of Title I principals (52 percent). This significant difference should not be surprising given that, in contrast to Reading First schools, Title I schools were much less likely to have a designated reading coach.

Teachers in Reading First schools reported having had more time to use assessment data to plan instruction than did teachers in Title I schools (Exhibit 5.3). For example, Reading First teachers were significantly more likely to report having time set aside for this task on a monthly basis than were Title I teachers (21 percent vs. 14 percent). In contrast, Title I teachers were more significantly likely to report that formal time was not set aside at all than were RF teachers (12 percent vs. 6 percent). These findings are consistent with principal and reading coach reports that teachers in RF schools have significantly more formal time set aside to use assessment data to plan instruction than teachers in Title I schools.³⁶

Exhibit 5.3

Regularly Scheduled and Formal Time Set Aside for K–3, Teachers to Use Assessment Data to Plan Instruction for Mature Reading First and Title I Schools, 2004–05 School Year

Frequency of Time Set Aside	Reading First Teachers	Title I Teachers
	Percent	Percent
Once a week or more	27%	24%
Once a month	21*	14
5-8 times	12*	9
1-4 times	24	27*
Not at all	6	12*
Informally, only as needed	10	13*

Source: Teacher Survey, Question C3c.

Weight: Teacher.

Weighted respondents: 38,002 RF teachers; 197,316 Title I teachers.

Nonresponse rate: 2.9 percent.

Exhibit reads: 27 percent of RF teachers had regularly scheduled and formal time set aside once a week or more for grade-level teachers to use assessment data to plan instruction, as compared with 24 percent of Title I teachers. The difference was not statistically significant ($p = .184$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I respondents.

³⁶ Principals and reading coaches were asked to rate the frequency of an activity using a five-point scale (1 = not at all, 2 = 1–4 times a year, 3 = 5–8 times a year, 4 = once a month, 5 = once a week or more). The average response in RF schools was 3.88, corresponding most closely to “once a month,” whereas the average response for Title I schools was 3.38 or about 5-8 times a year. This difference is statistically significant ($p < .05$).

Types of Reading Assessments Teachers Find Useful

Reading First funds are to be used, in part, to assess students' reading. Reading First specifically requires schools to assess students' reading for screening, diagnostic, progress monitoring, and outcome purposes. We asked Reading First and Title I teachers to indicate which assessments (formal or informal) they found useful for each of the following purposes: (a) placement or grouping of students, (b) determining student mastery of skills, and (c) identifying the core deficits of struggling readers. For each purpose, we asked teachers to name up to three assessments.

We grouped their responses into the following broad categories:

- Formal assessments:
 - Core or supplementary reading program assessments
 - District assessments³⁷
 - Standardized assessments
 - State-specific assessments (i.e., test specific to a particular state)
- Informal Assessments (e.g., running records, classroom-based assessments).

Most teachers in both RF and Title I schools named at least one assessment that they found useful in placing or grouping students (90 percent), determining student mastery of skills (89 percent), and identifying the core deficits of struggling students (85 percent).

Types of Assessments

There were significant differences between RF and Title I teachers in the types of assessments they reported as useful for the purposes of placing or grouping students, determining student mastery of skills, or identifying the core deficits of struggling readers (Exhibit 5.4). For example, for placing or grouping students into appropriate reading groups, significantly more RF teachers identified standardized assessments than did Title I teachers (50 percent vs. 44 percent). RF teachers also were more likely to report that assessments from the core or supplemental reading program were useful for placing or grouping students than were Title I teachers (35 percent vs. 27 percent). In contrast, significantly more Title I teachers identified informal assessments as useful than did RF teachers for placing or grouping students (36 percent vs. 27 percent). As shown in Exhibit 5.4, similar differences were observed for a) the purposes of determining student mastery of skills and b) identifying the core deficits of struggling readers.

³⁷ In order to be grouped as a “district assessment,” the teacher had to clearly label it as a district test.

Exhibit 5.4

Types of Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I K–3 Teachers, by Assessment Purpose, 2004–05 School Year^{a b}

Assessment Purpose Type of Assessment	Reading First Teachers	Title I Teachers
Placing or grouping of students	Percent	Percent
Formal assessments		
Core or supplementary program assessment	35%*	27%
District assessment ^c	4	5
Standardized assessment	50*	44
State-specific assessment	15	13
Informal assessments	27	36*
Determining student mastery of skills		
Formal assessments		
Core or supplementary program assessment	50*	38
District assessment	5	4
Standardized assessment	33	30
State-specific assessment	14	12
Informal assessments	28	38*
Identifying the core deficits of struggling students		
Formal assessments		
Core or supplementary program assessment	37*	25
District assessment	4	3
Standardized assessment	40*	34
State-specific assessment	14	14
Informal assessments	25	37*

Source: Teacher Survey, Questions C7a-C7c.

Weight: Teacher.

Weighted respondents: 8,367 RF teachers; 43,898 Title I teachers.

Nonresponse rates across survey items: 10 to 15 percent.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

^c In order to be grouped as a "district assessment," the teacher had to clearly label it as a district test.

Exhibit reads: 35 percent of RF teachers reported that they found core or supplementary reading program assessments useful for the purpose of placing or grouping students, as compared with 27 percent of Title I teachers. This difference was statistically significant ($p \leq .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., p -value $\leq .05$) between RF and Title I respondents.

Additional, grade-level statistics are presented in Appendix C, Exhibits C.5.3a-d and C.5.4a-d.

Specific Assessments

Within the broad types of assessments (as discussed above), several *specific* assessment instruments were each reported as useful instruments by at least 5 percent of all RF and Title I teachers:

Formal Assessments:

- Clay Observational Survey,
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS),
- Developmental Reading Assessment (DRA), and
- STAR Reading.

Informal Assessments:

- Classroom-based assessments (e.g., teacher made tests), and
- Running records or miscue analysis.

While most teachers identified at least one assessment as useful for various instructional purposes, there were significant differences between RF and Title I teachers in the *specific assessments* they identified as useful (Exhibit 5.5). **Across all uses of assessments, RF teachers were significantly more likely to name the DIBELS as useful than were Title I teachers (e.g., for grouping students: 39 percent vs. 10 percent). In contrast, significantly more Title I teachers reported that informal assessments such as classroom-based assessments (e.g., teacher-made tests) were useful in identifying core deficits of struggling readers than RF teachers (24 percent vs. 17 percent). Additionally, across all assessment uses, Title I teachers were significantly more likely to name formal assessments including the Developmental Reading Assessment (DRA), STAR Reading, and Clay Observational Survey than were RF teachers.** As an example, Title I teachers also were more likely to report the DRA were useful in grouping students than were RF teachers (20 percent vs. 11 percent).

In addition to these general findings, other patterns emerged in the reported usefulness of assessments (Exhibits 5.4 and 5.5):

Differences by assessment purpose:

- A *greater* percentage of RF and Title I teachers identified standardized assessments as useful for the purpose of placing or grouping students (50 percent vs. 44 percent) than for the purposes of identifying the core deficits of struggling readers (40 percent vs. 34 percent) or for determining student mastery of skills (33 percent vs. 30 percent). This trend was also evident for the DRA and STAR Reading for both RF and Title I teachers, and for the DIBELS among Reading First teachers only.
- RF and Title I teachers *more often* identified assessments from the core or supplementary reading program as useful for determining student mastery of skills (50 percent vs. 38 percent) than for grouping students (35 percent vs. 27 percent) or for identifying the core deficits of struggling readers (37 percent vs. 25 percent). This trend was also evident for classroom based assessments for both RF and Title I teachers.

Exhibit 5.5

Types of *Specific* Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I K–3 Teachers, by Assessment Purpose, 2004–05 School Year ^{a b}

Assessment Purpose	Reading First Teachers	Title I Teachers
Type of Assessment	Percent	Percent
Placing or grouping of students		
Formal assessments		
Clay Observational Survey	5%	8%*
DIBELS	39*	10
DRA	11	20*
STAR Reading	6	12*
Informal assessments		
Classroom-based assessment ^c	18	20
Running records or miscue analysis ^d	10	19*
Determining student mastery of skills		
Formal assessments		
Clay Observational Survey	4	9*
DIBELS	26*	7
DRA	5	12*
STAR Reading	3	6*
Informal assessments		
Classroom-based assessment	24*	29
Running records or miscue analysis	6	12*
Identifying the core deficits of struggling students		
Formal assessments		
Clay Observational Survey	5	10*
DIBELS	33*	10
DRA	7	13*
STAR Reading	2	6*
Informal assessments		
Classroom-based assessment	17*	24
Running records or miscue analysis	10*	17

Source: Teacher Survey, Questions C7a-C7c.

Weight: Teacher.

Weighted respondents: 8,359 RF teachers; 42,724 Title I teachers.

Nonresponse rates across survey items: 10 to 15 percent.

^a Only individual assessments that constituted more than 5 percent of responses are included in this table.

^b Percentages by grade or assessment purpose will not total 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then the assessment was counted only once.

^c The category of “Classroom-based assessment” includes informal, teacher-guided assessments, such as tests created by the teacher, teacher observations of students, and teacher conferences with students.

^d The category of “Running records or miscue analysis” represents responses in which teachers did not specify anything in addition to “running record” or “miscue analysis.” Instances in which teachers responded “Running record/(core reading program name)” were coded as “Core or supplementary reading program” as running records were presented as a component of the core program.

Exhibit reads: 5 percent of RF teachers identified the Clay Observational Survey as useful for placing or grouping students, as compared with 8 percent of Title I teachers. This difference was statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I respondents.

Differences by grade level:³⁸

- A *greater* percentage of RF and Title I kindergarten teachers than first-, second-, and third-grade teachers identified classroom-based assessments as useful reading assessment instruments. For example, for grouping students, 26 percent of RF kindergarten teachers and 32 percent of Title I kindergarten teachers found classroom-based assessments as useful, as compared to 15–18 percent of RF teachers in grades 1–3 and 16–19 percent of Title I teachers in grades 1–3.
- The percentage of RF and Title I teachers who identified the DIBELS as a useful reading assessment generally *decreased* with grade progression. As an example, for determining student mastery of skills, 33 percent of RF kindergarten teachers reported the DIBELS as useful, which fell to 30 percent in grade 1, to 23 percent in grade 2, and to 19 percent in grade 3.
- Similarly, the percentage of RF and Title I teachers who identified the usefulness of informal assessments also *decreased* with grade progression. For example, for placing or grouping students, 33 percent of RF kindergarten teachers reported classroom-based assessments useful, which fell to 29 percent in grade 1, to 25 percent in grade 2, and to 24 percent in grade 3.

Classroom Application of Reading Assessment Results

Across grade levels, more than three-quarters of teachers in mature Reading First schools reported using assessment-related teaching strategies that reflect key tenets of the Reading First policy (Exhibit 5.6). In addition, significantly more Reading First K–3 teachers than Title I teachers reported each of these strategies as *central* to their reading instruction:

- **Using test results to organize instructional groups** (83 percent vs. 73 percent);
- **Using tests to determine progress on skills** (85 percent vs. 78 percent); and
- **Using diagnostic tests to identify students who need reading intervention services** (75 percent vs. 65 percent).

As shown in Exhibit 5.6, the use of the four assessment strategies that are not the emphasis of Reading First policy was less widespread. Title I teachers reported using informal reading inventories as a central part of their reading instruction at significantly higher rates than did Reading First teachers (61 percent vs. 56 percent). In contrast, RF teachers reported using tests to determine who can benefit from the core reading series at higher rates than did Title I teachers (54 percent vs. 45 percent).

³⁸ See Appendix C Exhibits C.5.4a-d and C.5.5a-d for grade-level statistics.

Exhibit 5.6**Teachers' Use of Assessments for Mature Reading First and Title I Schools, 2004–05 School Year**

Assessment Strategy	Reading First Teachers	Title I Teachers
	Percent	Percent
<i>Reading First Policy</i>		
Use test results to organize instructional groups	83%*	73%
Use tests to determine progress on skills	85*	78
Use diagnostic tests to identify students who need reading intervention services	75*	65
<i>Non Reading First Policy</i>		
Use informal reading inventories	56	61*
Use tests to determine who can benefit from the core reading series	54*	45
Use screening tests to identify students who need a supplementary reading program	51	48
Conduct miscue analysis, analyzing errors students make while reading aloud	50	53

Source: Teacher Survey, Question C6.

Weight: Teacher.

Weighted respondents: 38,408 RF teachers; 202,772 Title I teachers.

Nonresponse rate: 0.6 to 1.3 percent.

Exhibit reads: 83 percent of RF teachers reported using test results to organize instructional groups as a central part of their reading instruction, as compared with 73 percent of Title I teachers. This difference was statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I respondents.

Interestingly, even though RF teachers were more likely to report using assessments to monitor skill progress than were Title I teachers (85 percent vs. 78 percent), there were no differences in reading coaches reporting of the use of reading assessments for this purpose (4.51 and 4.41³⁹). These findings may indicate that while school leadership in both RF and Title I schools understand the importance of using assessment data to monitor students, Title I *teachers* have not implemented this strategy to the same degree as RF teachers.

Of important note, when looking at the total population of Reading First schools, similar percentages of kindergarten, first-, and second-grade teachers in *new* and *mature* Reading First schools reported the central use of assessment-related teaching strategies. However, a significantly greater percentage of third-grade teachers in *new* Reading First schools than *mature* Reading First schools reported the use of informal reading inventories (62 percent vs. 53 percent) or miscue analysis (60 percent vs. 52 percent) as a central component of their reading instruction; these types of informal assessments are *not* the emphasis of Reading First.

³⁹ Reading coaches were asked to rate on a five-point scale how accurately the statement “Reading assessments are used to monitor student progress” describes their school. The average response was 4.51 for RF schools and 4.41 for Title I schools. This difference is not statistically significant.

Summary

Principals and teachers in both RF and in non-RF Title I schools indicated that assessment plays an important role in their reading programs. At the same time, there are some significant differences between RF and Title I schools. Most Reading First schools—significantly more than non-RF Title I schools—received external help in selecting assessment instruments (76 percent vs. 56 percent) and interpreting assessment results (82 percent vs. 70 percent). Reading First and Title I principals were equally likely to report that the district was responsible for selecting assessment instruments (about 80 percent). However, Reading First principals were significantly more likely to also identify the state as responsible for this selection than were principals in Title I schools (51 percent vs. 30 percent). Most RF and Title I principals identified themselves as responsible for interpreting assessment results (90 percent). However, in RF schools, reading coaches were significantly more likely to be involved in interpreting test results than were coaches in Title I schools (92 percent vs. 51 percent). Further, across grade levels, significantly more Reading First teachers reported having had regular time set aside at least once a month to use assessment data to plan instruction than did teachers in Title I schools (48 percent vs. 38 percent).

Most teachers in both RF and Title I schools named at least one assessment that they found useful in placing or grouping students (90 percent), determining student mastery of skills (89 percent), and identifying the core deficits of struggling students (85 percent). There were significant differences, however, in the types of assessments teachers identified as useful. In general, RF teachers were more likely to report formal assessments, whereas Title I teachers named informal assessments. For each assessment purpose, RF teachers were more likely than Title I teachers to identify assessments from the core or supplementary reading program (e.g., for determining student mastery of skills, 50 percent vs. 38 percent)⁴⁰ and standardized tests (e.g., for placing or grouping students, 50 percent vs. 44 percent), such as the DIBELS (e.g., for identifying the core deficits of struggling students, 33 percent vs. 10 percent).

In contrast, across the three uses of assessments, Title I teachers were significantly more likely to identify informal assessments as useful than were RF teachers (e.g., for determining student mastery of skills, 38 percent vs. 28 percent). Specifically, Title I teachers were more likely to identify classroom-based assessments as useful for identifying the core deficits of struggling students than were RF teachers (24 percent vs. 17 percent); a similar pattern holds for running records or miscue analysis (e.g., for placing or grouping students, 19 percent vs. 10 percent).

Although most RF and Title I teachers were able to identify at least one assessment as useful across purposes, significantly more RF teachers than non-RF Title I teachers, reported using assessment data as a *central* component of their classroom reading instruction to organize instructional groups (83 percent vs. 73 percent), determine progress on skills (85 percent vs. 78 percent), and identify students who need reading intervention services (75 percent vs. 65 percent).

⁴⁰ For space and clarity, percentages are reported for only one purpose per assessment.

Chapter 6: Oversight and Classroom Support Activities

Although it is teachers who ultimately deliver reading instruction, a number of other personnel are often involved in oversight or support of teachers' reading instruction. One model for supporting teachers' reading instruction involves hiring a reading coach who will help teachers develop the skills needed to implement reading instruction that is aligned with scientifically based reading instruction. Others who are often involved in oversight of a school's reading program include school principals, district staff and state personnel. This section first reports the findings regarding the responsibilities and coaching activities of reading coaches, followed by subsections discussing responsibility for oversight of the reading program, the role of the school principal, and state monitoring and evaluation.

Reading Coaches

Almost all states require Reading First schools to have reading coordinators to assist in the implementation of their reading programs. In many schools, this person is called a reading coach and is responsible for working with teachers so that they can implement reading activities aligned with SBRR.

According to school principals, 98 percent of Reading First schools (new and mature) have a person designated as a reading coach. RF reading coaches reported spending an average of 87 percent of their time as a reading coach for grades K–3 in the sampled school. Sixty-two percent of reading coaches in RF schools reported that their duties as K–3 reading coach in the sampled school constituted a full-time job. Reading coaches worked with an average of 1.2 schools (89 percent work with only one school), and with 21 teachers (83 percent work with more than 10 teachers).

Mature Reading First schools were significantly more likely than Title I schools to report having a reading coach on staff (98 percent vs. 88 percent). As shown in Exhibit 6.1, reading coaches⁴¹ in Reading First and Title I schools work with the same number of schools and teachers. However, reading coaches in mature Reading First schools reported that they spend much more of their time on coaching responsibilities than do reading coaches in Title I schools (86 percent vs. 59 percent).

⁴¹ Because respondents from non-RF Title I schools who completed the Reading Coach Survey reported a multiplicity of job titles, we used their responses to two survey questions to determine their inclusion in the comparison group of reading coaches: How central is each of the following activities? 1) "Coaches staff on a range of topics"; and 2) "Organizes professional development for K–3 teachers." Respondents who answered a 3 ("somewhat central") or above (on a five-point scale) for at least one of these two items were included in the comparison group of reading coaches from Title I schools for these sets of analyses regarding reading coach responsibilities (Exhibits 6.5 and 6.7). As a result, 34 reading coach respondents from Title I schools, the equivalent of 940 weighted respondents, were excluded from these analyses.

Exhibit 6.1**Responsibilities of the Reading Coach in Mature Reading First and Title I Schools, 2004–05 School Year**

Responsibilities of Reading Coach	Reading First Schools	Title I Schools
Average number of schools with which reading coach works	1.2	1.4*
... 1 school	88%	83%
... 2 schools	9	8
... 3 schools	1	1
... 4+ schools	1	6
Average number of teachers with whom reading coach works	22.0	23.3
... 1–10 teachers	16%	16%
... 11–20 teachers	38	33
... 21–30 teachers	27	28
... 31+ teachers	19	21
Average percentage of time spent as reading coach	86%*	59%
... 100% time	58	19
... 75–99% time	20	16
... 50–74% time	16	37
... 25–49% time	3	17
... 1–24% time	2	11

Source: Reading Coach Survey, Questions B1– B3.

Weight: Reading coach.

Weighted respondents: 2,116 RF reading coaches, 6,727 reading coaches in Title I schools.

Nonresponse rates across survey items: 0.7 to 3.9 percent.

Exhibit reads: A reading coach in an RF school serves an average of 1.2 schools, compared with 1.4 schools for a reading coach in a Title I school. This difference is statistically significant ($p \leq .05$). 88 percent of reading coaches in RF schools reported serving just one school, compared with 83 percent of reading coaches in Title I schools.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Responsibilities of Reading Coaches

We asked reading coaches to rate the relative importance of a series of different activities that are central to the Reading First program; their responses provide an indication of the fidelity with which reading coaches are implementing Reading First in the total population of RF schools.

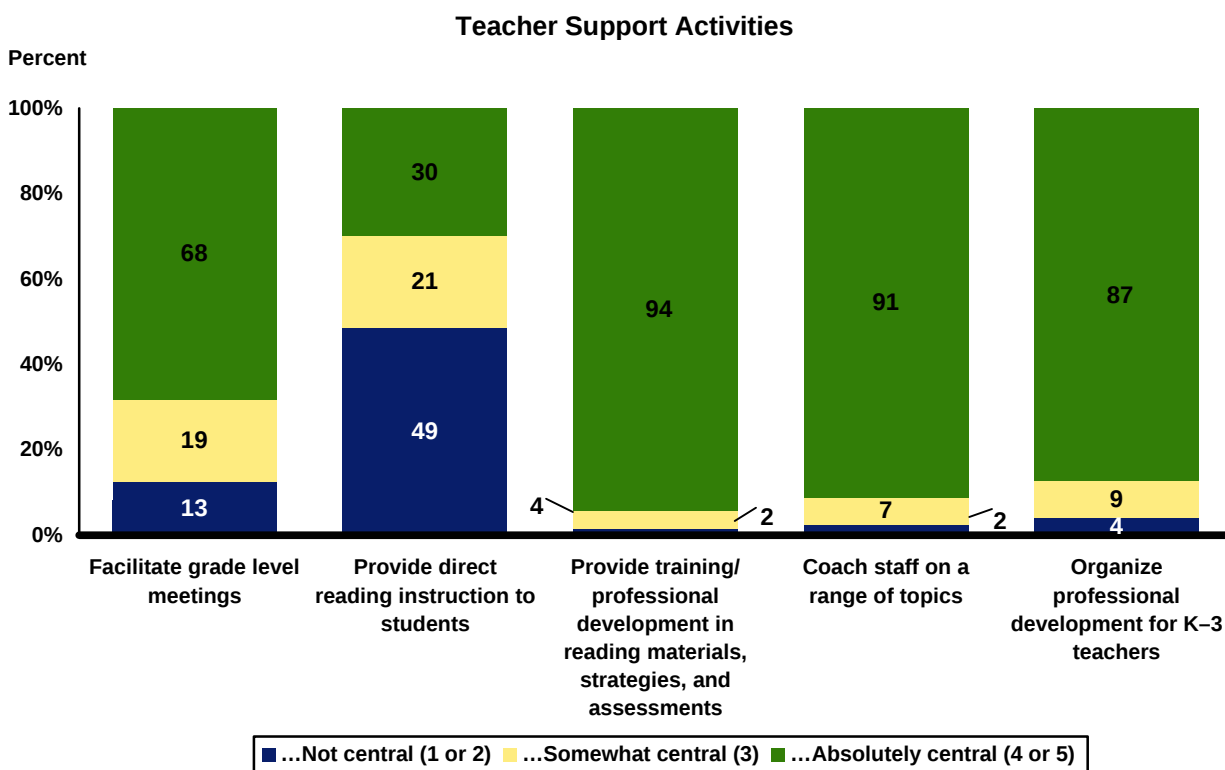
Examining teacher support activities (Exhibit 6.2), more than 85 percent of the reading coaches in the total population of RF schools characterized three activities as absolutely central to their work: providing professional development (94 percent), coaching school staff (91 percent), and organizing professional development for K–3 teachers (87 percent). The task least likely to be rated as central to coaches' work in the total population of Reading First schools was providing direct reading instruction to students (rated as not central by 49 percent of reading coaches). On the other hand, there is variation across reading coaches in the perceived importance of teaching reading directly to students, as 30 percent of reading coaches in RF schools rated this task as absolutely central. Although there is no significant

difference between the percentage of reading coaches at new and mature RF schools rating this as **absolutely** central, a significant difference does exist between new and mature RF schools in the percentage of reading coaches rating direct instruction to students as **not** central to their role as reading coach (44 percent vs. 52 percent), indicating that there may be a shift in reading coaches' role as Reading First becomes more firmly planted in their school.⁴² This is a potential cause for concern, because reading coaches in RF schools are supposed to be focusing on providing support and professional development to teachers, rather than on instructing students. However, in smaller schools, reading coaches might have the time to both serve teachers' needs and provide direct reading instruction to students. To explore this issue further, reading coach response was analyzed by school size. Consistent with this hypothesis, 44 percent of reading coaches from schools with fewer than 250 students responded that direct instruction to students was absolutely central, the highest percentage of the four school size categories analyzed.⁴³

⁴² We will be able to test this hypothesis with longitudinal data after the next wave of data collection for the “new” RF schools in the 2006–07 school year. That is, by asking reading coaches from the same schools after two more years of RF implementation, we will be able to see if there is a change in these figures.

⁴³ Additional figures: For school size 250–499, 31 percent; 500–749, 21 percent; and greater than or equal to 750, 29 percent of reading coaches rated “providing direct instruction to students” as absolutely central to their role as reading coach.

Exhibit 6.2**Reading Coaches' Ratings of the Importance of Teacher Support Activities Related to the Reading Programs in Reading First Schools, 2004–05 School Year**



Source: Reading Coach Survey, Question B4.

Weight: Reading coach

Weighted respondents: 3,754 RF reading coaches.

Nonresponse rates across survey items: 0.7 to 1.2 percent.

Exhibit reads: 5 percent of reading coaches at RF schools reported administering and coordinating reading assessments as “not central” to their work; 8 percent reported it as “somewhat central”; and 87 percent reported it as “absolutely central.”

Reading coaches in mature Reading First schools were significantly more likely than their Title I counterparts to report that the following reading activities were absolutely central to their work (Exhibit 6.3): providing training or professional development (95 percent vs. 87 percent), coaching staff on a range of topics (92 percent vs. 83 percent), organizing professional development (87 percent vs. 67 percent), and facilitating grade-level meetings (67 percent vs. 47 percent). On the other hand, reading coaches in Title I schools were significantly more likely than Reading First reading coaches to report that provision of direct reading instruction to students is absolutely central to their work (63 percent vs. 29 percent). The role of the “reading coach” in many Title I schools thus seems to be more like the traditional “reading specialist,” with more emphasis on directly teaching students reading.

Exhibit 6.3

Reading Coaches' Ratings of the Importance of Various Teacher Support Activities in RF and Title I Schools, 2004–05 School Year

Reading Activity/ Centrality of the Activity	New Reading First Schools	Mature Reading First Schools	Title I Schools
	Percent	Percent	Percent
Facilitate grade-level meetings			
...Not central (1 or 2)	11%	14%	30%*
...Somewhat central (3)	20	19	23
...Absolutely central (4 or 5)	69	67*	47
Coach staff on a range of topics			
...Not central (1 or 2)	3	2	3
...Somewhat central (3)	7*	6	14*
...Absolutely central (4 or 5)	91	92*	83
Provide direct reading instruction to students			
...Not central (1 or 2)	44	52*	28
...Somewhat central (3)	24	19	19
...Absolutely central (4 or 5)	32	29	53*
Organize professional development for K–3 teachers			
...Not central (1 or 2)	5	3	15*
...Somewhat central (3)	7	10	18*
...Absolutely central (4 or 5)	88	87*	67
Provide training/professional development in reading materials, strategies, and assessments			
...Not central (1 or 2)	2	2	5*
...Somewhat central (3)	5	3	9*
...Absolutely central (4 or 5)	93	95*	87

Source: Reading Coach Survey, Question B4.

Weight: Reading coach.

Weighted respondents: 1,630 new RF reading coaches, 2,124 mature Reading First reading coaches, 6,727 reading coaches in Title I schools.

Nonresponse rates across survey items: 0.4 to 2.1 percent.

Exhibit reads: 67 percent of reading coaches in mature RF schools rate facilitating grade-level meetings as “central” to their work, compared with 47 percent of reading coaches in Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p -value $\leq .05$) between **mature** RF and Title I schools.

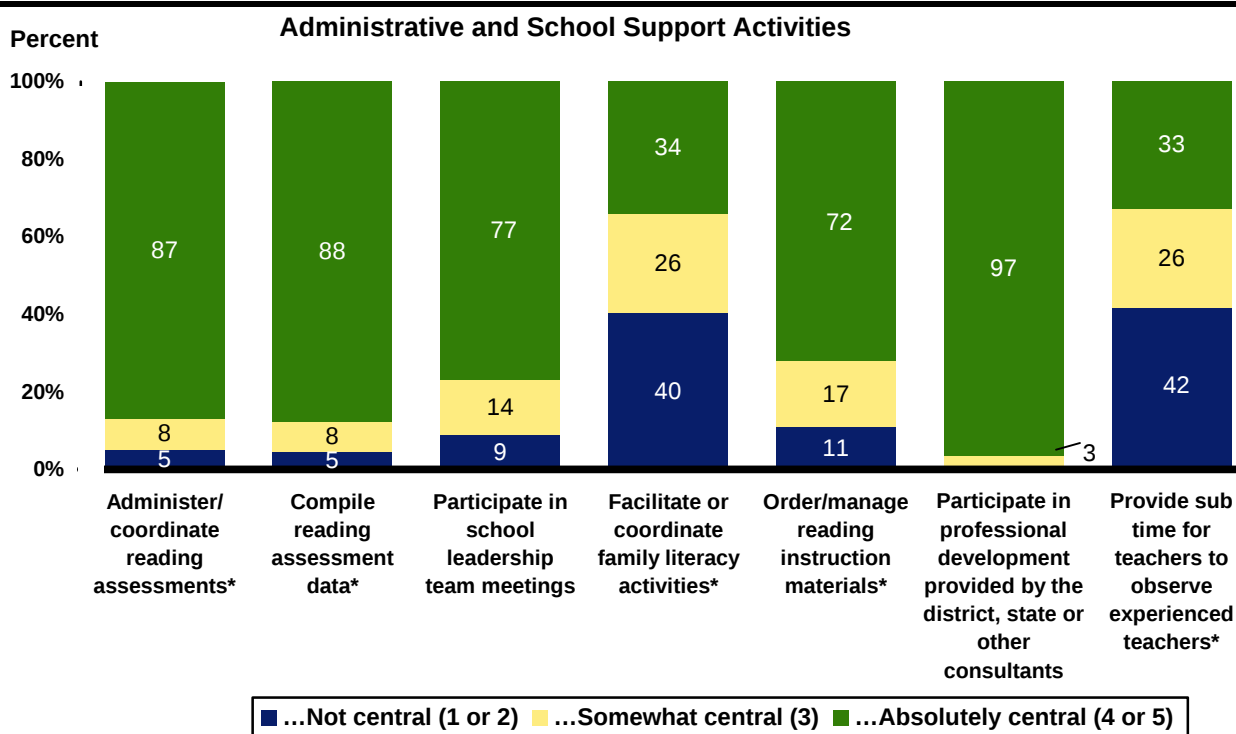
Turning to administrative support activities (Exhibit 6.4), more than 85 percent of the reading coaches in the total population of RF schools characterized two activities as absolutely central to their work: compilation of reading assessment data (88 percent), and administration and coordination of reading assessments (87 percent). Only about one-third of the reading coaches in the total population of RF schools reported facilitation of family literacy activities (34 percent) or provision of sub time for teachers to observe experienced teachers (33 percent) as absolutely central to their work. This finding is not surprising, because these two activities are not part of the Reading First guidelines for the reading coach’s role.

Nearly all of the reading coaches in the total population of RF schools characterized one activity that did not fall into the “teacher support” or “administrative support” categories

(Exhibit 6.4) as absolutely central to their role: participation in professional development (96 percent).

Exhibit 6.4

Reading Coaches' Ratings of the Importance of Administrative and School Support Activities Related to the Reading Programs in Reading First Schools, 2004–05 School Year



Source: Reading Coach Survey, Question B4.

Weight: Reading coach.

Weighted respondents: 3,754 RF reading coaches.

Nonresponse rates across survey items: 0.3 to 1.7 percent.

Exhibit reads: 5 percent of reading coaches at RF schools reported administering and coordinating reading assessments as “not central” to their work; 8 percent reported it as “somewhat central”; and 87 percent reported it as “absolutely central.”

Note: Percents may not always add up to 100 due to rounding.

The star (*) indicates an “administrative support activity.”

Reading coaches in mature RF schools were significantly more likely than their Title I counterparts to report that the following administrative support activities were absolutely central to their work (Exhibit 6.5): compiling reading assessment data (88 percent vs. 67 percent), and administering or coordinating reading assessments (86 percent vs. 67 percent). A majority of reading coaches in both RF and Title I schools reported that participating in school leadership team meetings and managing reading instruction materials were absolutely central to their work. In addition, significantly more reading coaches in mature RF schools characterized participating in professional development (97 percent vs. 89 percent) as absolutely central to their work.

Exhibit 6.5

Reading Coaches' Ratings of the Importance of Administrative and School Support Activities, in RF and Title I Schools, 2004–05 School Year

Reading Activity/ Centrality of the Activity	New Reading First Schools	Mature Reading First Schools	Title I Schools
	Percent	Percent	Percent
Administer/coordinate reading assessments			
...Not central (1 or 2)	4%	6%*	14%
...Somewhat central (3)	8	8*	19
...Absolutely central (4 or 5)	88	86*	67
Compile reading assessment data			
...Not central (1 or 2)	5	4*	14
...Somewhat central (3)	7	8*	19
...Absolutely central (4 or 5)	88	88*	67
Facilitate or coordinate family literacy activities			
...Not central (1 or 2)	38	42	39
...Somewhat central (3)	27	24	28
...Absolutely central (4 or 5)	34	34	33
Order/manage reading instruction materials			
...Not central (1 or 2)	11	11	15
...Somewhat central (3)	13	20	15
...Absolutely central (4 or 5)	76	69	70
Provide sub time for teachers to observe other more experienced teachers*			
...Not central (1 or 2)	40	43	56*
...Somewhat central (3)	24	27	18*
...Absolutely central (4 or 5)	36	30	26
Participate in school leadership team meetings			
...Not central (1 or 2)	9	9	12
...Somewhat central (3)	14	15	13
...Absolutely central (4 or 5)	78	76	75
Participate in professional development provided by the district, state or other consultants			
...Not central (1 or 2)	0	1*	4
...Somewhat central (3)	3	3*	7
...Absolutely central (4 or 5)	96	97*	89

Source: Reading Coach Survey, Question B4.

Weight: Reading coach.

Weighted respondents: 1,630 reading coaches in new RF schools, 2,124 reading coaches in mature RF schools, 6,727 reading coaches in Title I schools.

Nonresponse rates across survey items: 0.3 to 1.6 percent.

Exhibit reads: 86 percent of reading coaches in RF schools rate administering/coordinating reading assessments as “central” to their work, compared with 67 percent of reading coaches in Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Coaching Activities Undertaken by Reading Coaches

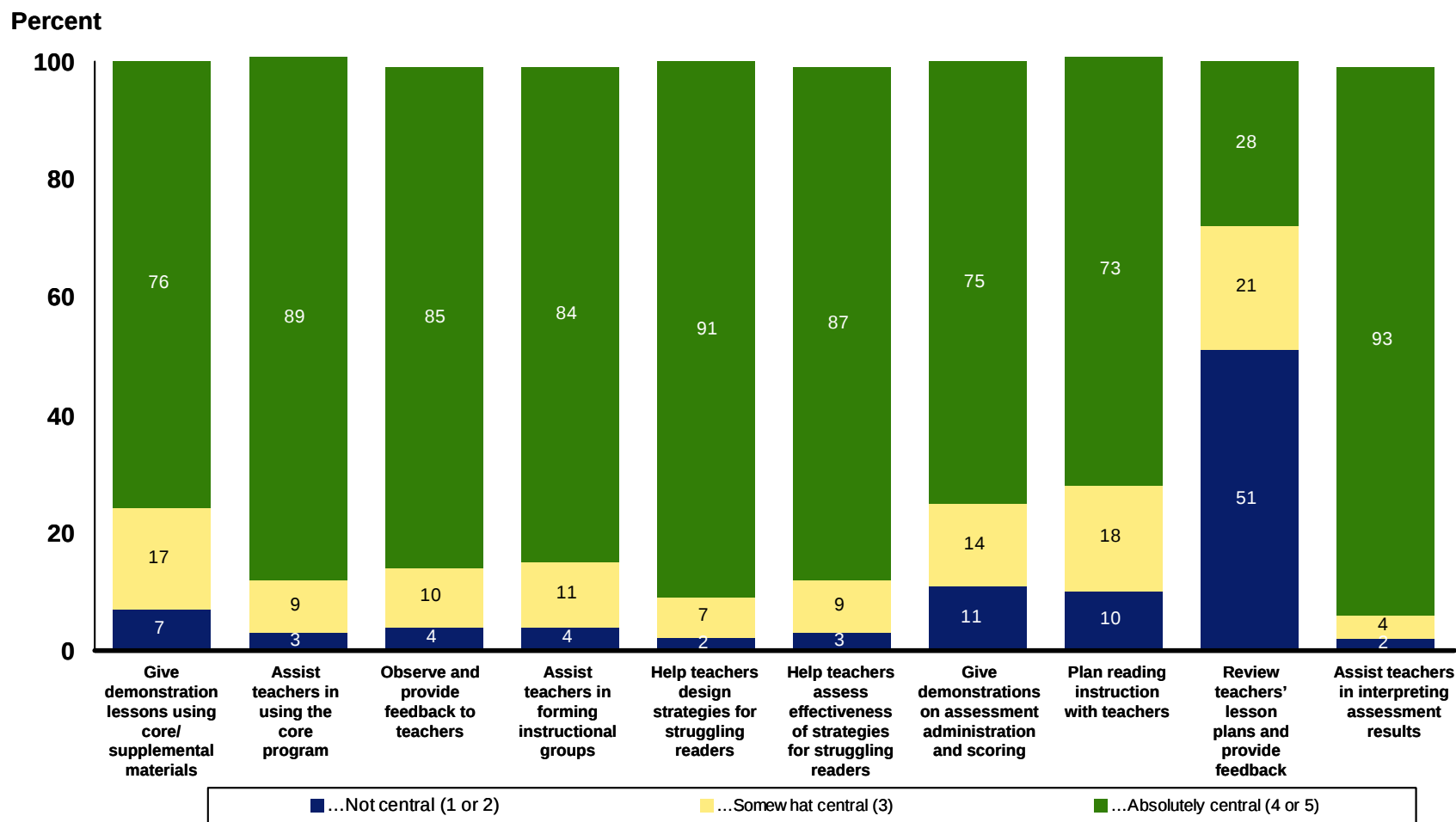
Reading coaches also were asked about the importance of different coaching activities to their work (Exhibit 6.6). In general, reading coaches in the total population of Reading First schools thought that all coaching activities were important, and rated the activities an average

of 4.2 on a five-point scale (1 = not central and 5 = absolutely central). Six of 10 coaching activities were perceived as absolutely central to at least 85 percent of the reading coaches; these activities included helping teachers to interpret assessment results (93 percent), to design strategies for struggling readers (91 percent), to use the core reading program (89 percent), and to assess the effectiveness of strategies for struggling readers (87 percent); these activities also included observing and providing feedback to teachers (85 percent), and assisting teachers to form instructional groups (84 percent). The coaching activity characterized as least central—though deemed central by approximately half (51 percent) of the coaches—was reviewing teachers’ lesson plans and providing feedback.

Reading coaches in mature RF schools were significantly more likely than reading coaches in Title I schools to report that all of these coaching activities were absolutely central to their work (Exhibit 6.7), with two exceptions: helping teachers monitor the effectiveness of strategies for struggling readers (88 percent vs. 83 percent); and reviewing lesson plans and providing feedback (25 percent vs. 22 percent).

Exhibit 6.6

Reading Coaches' Ratings of the Importance of Activities Supporting Teachers' Instruction in Reading First Schools, 2004–05 School Year



Mean score for 10 items

4.2

Source: Reading Coach Survey, Question B5.

Weight: Reading coach.

Weighted respondents: 11,378 RF reading coaches.

Nonresponse rates across survey items: 0.5 to 1.5 percent.

Exhibit reads: 76 percent of reading coaches in RF schools rated giving demonstration lessons using core/supplemental materials as “absolutely central” to their work, and 7 percent rated it as “not central.”

Exhibit 6.7**Reading Coaches' Ratings of the Importance of Activities Supporting Teachers' Instruction in Mature Reading First and Title I Schools, 2004–05 School Year**

Coaching Activity/ Centrality of the Activity	Reading First Schools	Title I Schools
	Percent	Percent
Give demonstration lessons with core/supplemental materials		
...Not central (1 or 2)	5%	13%*
...Somewhat central (3)	16	13
...Absolutely central (4 or 5)	79*	70
Assist teachers in using the core program		
...Not central (1 or 2)	2	9*
...Somewhat central (3)	9	13
...Absolutely central (4 or 5)	89*	77
Observe and provide feedback to teachers		
...Not central (1 or 2)	4	17*
...Somewhat central (3)	12	13
...Absolutely central (4 or 5)	84*	69
Assist teachers in forming instructional groups		
...Not central (1 or 2)	4	12*
...Somewhat central (3)	11	20*
...Absolutely central (4 or 5)	85*	68
Help teachers design strategies for struggling readers		
...Not central (1 or 2)	3	4
...Somewhat central (3)	6	11
...Absolutely central (4 or 5)	90*	86
Help teachers monitor the effectiveness of strategies for struggling readers		
...Not central (1 or 2)	4	7
...Somewhat central (3)	9	11
...Absolutely central (4 or 5)	88	83
Give demonstrations on assessment administration/scoring		
...Not central (1 or 2)	13	18*
...Somewhat central (3)	16	26*
...Absolutely central (4 or 5)	71*	56
Plan reading instruction with teachers		
...Not central (1 or 2)	9	13
...Somewhat central (3)	17	24
...Absolutely central (4 or 5)	73*	64
Review teachers' lesson plans & provide feedback		
...Not central (1 or 2)	54	57
...Somewhat central (3)	21	21
...Absolutely central (4 or 5)	25	22
Help teachers in interpreting assessment results		
...Not central (1 or 2)	2	10*
...Somewhat central (3)	3	17*
...Absolutely central (4 or 5)	94*	72

Source: Reading Coach Survey, Question B5.

Weight: Reading coach.

Weighted respondents: 2,113 RF reading coaches, 6,701 reading coaches in Title I schools.

Nonresponse rates across survey items: 0.5 to 1.2 percent.

Exhibit reads: 79 percent of reading coaches at RF schools rated giving demonstration lessons with core/supplemental materials as “absolutely central” to their work, compared with 70 percent of reading coaches in Title I schools ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Responsibility for Oversight of Reading Activities

Principals in Reading First schools (new and mature) were asked to indicate what entity is responsible for supporting and providing oversight of classroom reading activities—the state, the school district, or the school. The responses show that school personnel, including the principal or reading coach, were almost always solely responsible or jointly responsible, along with district and state personnel, for all forms of oversight of reading activities. Only rarely were district or state personnel solely responsible for reading oversight. In about 90 percent of the total population of RF schools, school principals and reading coaches were either solely or jointly responsible for monitoring the implementation of the reading program, for reviewing teachers' lesson plans, for reviewing student progress in reading, for interpreting assessment results, for providing feedback to teachers about reading instruction, and for selecting professional development topics and opportunities.

In general, mature Reading First and non-RF Title I schools differ in the assignment of responsibility for reading activities oversight (Exhibit 6.8). School staff alone, or school staff in combination with district staff, were significantly more likely to be responsible for monitoring the implementation of reading programs in Title I schools than in mature RF schools, in which the responsibility was more likely to be shared among school, district, and state staff. Additionally, RF schools were significantly more likely to report shared responsibility among school, district, and state staff for interpreting assessment results, giving feedback to teachers about reading instruction, and selecting reading professional development topics and opportunities; Title I schools, however, were significantly more likely to report responsibility shared between just school and district personnel for those activities. For example, reading coaches in Title I schools were somewhat more likely to report having the support of their principals than were reading coaches in RF schools. The difference, while statistically significant, is small.⁴⁴

Furthermore, mature RF schools were significantly more likely to share responsibility among school, district, and state staff in reviewing teachers' reading lesson plans and reviewing individual students' progress in reading. This general trend of more state involvement in Reading First schools reflects the structure of the Reading First program, which requires states to be involved in designing and overseeing the Reading First program in grantee schools.

⁴⁴ Reading coaches were asked to indicate on a scale of one to five how accurately the statement "Reading coaches have the support of the principal" (Question H1)" describes their school. The average response was 4.43 for RF schools and 4.60 for Title I schools. This difference is statistically significant ($p \leq .05$).

Exhibit 6.8**Responsibility for Oversight of Reading Activities in Mature Reading First and Title I Schools, 2004–05 School Year**

Reading Oversight Activity/ Responsible Party	Reading First Schools	Title I Schools
	Percent	Percent
Monitoring implementation of reading program		
...School alone is responsible	32%	48%*
...School and district are jointly responsible	28	38*
...School, district and state are jointly responsible	33	8*
...Other combinations	7	7
Review of Teachers' reading lesson plans		
...School alone is responsible	91	89
...School and district are jointly responsible	3	6
...School, district and state are jointly responsible	2*	0
...Other combinations	3	5
Review individual students' progress in reading		
...School alone is responsible	64	65
...School and district are jointly responsible	18	22
...School, district and state are jointly responsible	13*	6
...Other combinations	5	7
Interpretation of assessment results		
...School alone is responsible	40	40
...School and district are jointly responsible	35	42*
...School, district and state are jointly responsible	21*	12
...Other combinations	5	6
Feedback to teachers about reading instruction		
...School alone is responsible	72	70
...School and district are jointly responsible	14	23*
...School, district and state are jointly responsible	8	4*
...Other combinations	6	4
Selection of reading professional development topics and opportunities		
...School alone is responsible	27	33
...School and district are jointly responsible	45	52*
...School, district and state are jointly responsible	18*	4
...Other combinations	10	12

Source: Principal Survey, Question D5.

Weight: Principal.

Weighted respondents: 3,866 RF principals, 14, 485 Title I principals.

Nonresponse rates across survey items: 0.3 to 1.5 percent.

Exhibit reads: 32 percent of RF schools reported that school personnel alone are responsible for monitoring the implementation of the reading program, compared to 48 percent of Title I schools. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Role of the School Principal in the Evaluation of K–3 Reading Instruction

School principals were asked how they evaluated the K–3 reading instruction in their schools. The most common form of evaluation in the total population of Reading First schools was informal evaluation through observation, done at least weekly by 64 percent of the principals.

There were few significant differences between mature Reading First and Title I schools in principals' evaluations of K–3 reading instruction (Exhibit 6.9). Principals in mature Reading First schools were significantly more likely than Title I school principals to observe classroom reading instruction at least weekly (64 percent vs. 46 percent); RF principals were also significantly more likely than Title I principals to meet monthly with groups of teachers to discuss strategies for improving reading instruction.

Exhibit 6.9

Percentage of Reading First Schools and Title I Schools in Which K–3 Reading Instruction Was Evaluated by the Principal, by Mode and Frequency of Evaluation, 2004–05 School Year

Mode of Evaluation/ Frequency of Evaluation	Reading First Schools	Title I Schools
	Percent	Percent
Observed classroom reading instruction informally		
...Not at all	0%	0%
...1–4 times this year	6	15*
...5–8 times this year	14	15
...Once a month	17	23*
...Once a week or more	64*	46
Observed classroom reading instruction using an evaluation form		
...Not at all	4	7*
...1–4 times this year	38	44
...5–8 times this year	19	15
...Once a month	22	18
...Once a week or more	18	15
Met with teachers individually to discuss strategies for improving reading instruction		
...Not at all	4	5
...1– 4 times this year	32	35
...5– 8 times this year	22	21
...Once a month	27	24
...Once a week or more	16	15
Met with groups of teachers to discuss strategies for improving reading instruction		
...Not at all	2	3
...1–4 times this year	18	28*
...5–8 times this year	21	24
...Once a month	40*	30
...Once a week or more	18	15

Source: Principal Survey, Question D6.

Weight: Principal.

Weighted respondents: 3,866 RF principals, 14, 485 Title I principals.

Nonresponse rates across survey items: < 1 percent.

Exhibit reads: 14 percent of principals in RF schools reported observing classroom reading instruction informally 5– 8 times this year, compared to 15 percent of principals in Title I schools. This difference is not statistically significant.

Note: The stars (*) indicate that there is a statistically significant difference (i.e., p-value ≤ .05) between RF and Title I schools.

Summary

Overall, it appears that teachers in RF schools have more support for their reading instruction than teachers in non-RF Title I schools. One element of classroom support is access to a reading coach, whose main role is to help teachers develop their skills as reading instructors. As required by most states, nearly all RF schools reported having a reading coach, which was significantly more than was true for non-RF Title I schools (98 percent vs. 60 percent). Reading coaches in

mature Reading First schools were significantly more likely than their non-RF Title I counterparts to report that many teacher support and coaching activities recommended for reading coaches were absolutely central to their work. They were, correspondingly, less likely than reading coaches in non-RF Title I schools, to identify as central the provision of direct reading instruction to students (29 percent vs. 53 percent). At the same time, RF reading coaches were also significantly more likely than reading coaches in non-RF Title I schools, to rate several administrative activities as absolutely central to their work.

The state was significantly more involved in oversight of school reading programs, including monitoring implementation (33 percent⁴⁵ percent vs. 8 percent), interpretation of reading assessment results (21 percent vs. 12 percent), and selecting professional development topics in reading (18 percent vs. 4 percent), in RF schools than in non-RF Title I schools. However, school personnel (including the principal or reading coach) were also nearly always involved in oversight activities in both RF and non-RF Title I schools, and sometimes were solely responsible for oversight activities, such as reviewing teachers' lesson plans in reading and providing feedback to teachers about reading instruction. In addition, nearly all states have developed guidelines for monitoring and evaluating the RF programs.

⁴⁵ Percents are for the category "state, district and school are jointly responsible." It was extremely rare for the state to be solely responsible for any of these activities.

Chapter 7: Professional Development

The RF program provides funds to be used at the state and local levels to (1) ensure that research-based reading programs and materials are used to teach students in K–3, (2) increase access and quality of professional development of all teachers who teach K–3 students, thereby ensuring that they have effective skills for teaching reading, and (3) help prepare classroom teachers to screen, identify, and overcome barriers to students’ ability to read on grade level by the end of third grade. Taken together, these goals indicate that Reading First aims to strengthen teacher knowledge about teaching reading.

The RF legislation provides several strategies to meet this objective, one of which addresses teacher *professional development* focused on scientifically based reading practices. This focus on professional development reflects the view that reading research currently provides a strong, evidence-based understanding of how to teach reading effectively in the early grades, particularly to children who are struggling academically. The legislation specifies that states offer comprehensive professional development to help teachers work with these students, as well as to enrich the overall quality of reading instruction. It also calls for building teachers’ working knowledge of the reading research base at conceptual and operational levels (e.g., understanding conceptual principles as well as knowing how to sequence practices mostly effectively to impact children’s development of reading skills).

Professional development provided through Reading First should reflect current research on reading instruction and the use of scientifically based reading instructional techniques. The underlying intention is that through participation in research-based professional development, teachers will better be able to meet the needs of all of their K–3 students, including struggling readers. Survey responses indicate that teachers in Reading First schools are being offered and are attending a wide range of professional development activities that cover myriad topics related to teaching reading. **It is important to note that some professional development opportunities offered as part of Reading First are available to all K–3 teachers in the state regardless of whether or not their school is receiving RF funds. Therefore, the Title I survey responses could reflect staff participation in these opportunities.**

States have a central role in the development and provision of both statewide and district-level professional development for RF schools. RF coordinators in 33 states reported that the state chooses and organizes all statewide professional development (PD) efforts for Reading First. State staff also play a key role in selecting PD topics for local or district-based professional development for RF schools.

States have implemented a variety of PD delivery systems for offering teachers professional development. The majority of states’ professional development plans include a “train-the-trainer” model where state-level trainers (other state agency staff, or a group contracted by the state) train representatives from districts and schools—such as reading coaches and a team of classroom teachers—who, in turn, train other teachers and reading-related staff in their districts

and schools. Other state plans included regional staff-led trainings for teams from each school. These regional systems have often been coupled with distance learning supports, such as listservs, to bolster regional training once teachers return to their classrooms, because direct contact with the school-based staff is limited. Still other states have forged strong relationships with their state university systems, resulting in professional development offerings that are based on this collaboration. Courses are often held at university campuses but designed by both faculty and state education agency personnel to meet SBRR (or other) content needs related to RF implementation.

Many states have offered specialized training to district and school staff according to professional roles. For example, states first trained district reading specialists, then offered training to school-level reading coaches, and then trained all K–3 reading and classroom teachers. State directors, as part of their RF state plan, indicated that this approach “triaged” the most important individuals for the implementation of the Reading First plan so that district-level reading staff, for example, who have a larger role in RF implementation—including accountability for school-level implementation—are trained before classroom teachers receive training.

This chapter summarizes findings related to five aspects of professional development including: a) the structure of activities (e.g., workshops, conferences); b) specific design features (e.g., availability of stipends, required attendance); c) activities related to the *five dimensions of reading instruction*; d) activities related to *teaching strategies* for reading instruction, and e) direct classroom *support* to teachers for teaching reading (e.g., classroom demonstrations, coaching).

The Structure of Professional Development Activities Attended by Teachers

RF teachers reported participating in significantly more professional development activities than did Title I teachers. This is corroborated by the reading coach reports; significantly more RF coaches reported that sufficient time is allotted for professional development than did reading coaches in Title I schools.⁴⁶ Virtually all RF teachers (94 percent) attended either half- or full-day workshops compared to 81 percent of Title I teachers (see Exhibit 7.1). Further, RF teachers, on average, spent significantly more hours participating in professional development activities than did Title I teachers (40 hours vs. 24 hours). There were no significant differences between RF and Title I teachers in attendance at conferences or college courses.

⁴⁶ Reading coaches were asked to indicate on a scale from one to five how accurately the statement “sufficient time during the school day is allotted for professional development,” (Question H1) describes their school. The average response in RF schools was 3.17 and 2.80 in Title I schools. This difference is statistically significant.

Exhibit 7.1

Structure of Professional Development Activities Attended by Teachers in Mature Reading First and Title I Schools, 2004–05 School Year

	Reading First Teachers	Title I Teachers
	Percent	Percent
Half-day workshops	73%*	65%
Full-day workshops	76*	53
Any workshop	94*	81
College courses	17	14
Conferences	29	26
	Mean	Mean
Number of workshops	5.5*	3.4
Number of total hours in attendance across all activities	39.5*	24.1

Source: Teacher survey, Question D1.

Weight: Teacher.

Weighted respondents: 63,530 RF teachers, 205,375 Title I teachers.

Nonresponse rate across survey items: 3.2 percent.

Exhibit reads: Reading First teachers reported attending more half-day professional development workshops than Title I teachers during the last school year (73 percent vs. 65 percent). This difference is statistically significant ($p \leq .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.

See Appendix C, Exhibit C.7.1 for grade-level statistics.

The Specific Design Features of Professional Development

Teachers, principals, and reading coaches in RF schools reported that most of the school-based teacher professional development opportunities were led by well-established facilitators, were held at a convenient location, and were required (Exhibit 7.2). Also, a substantial proportion of the activities provided teachers with some incentive to participate in the form of release time (45–60 percent), stipends (41–49 percent), or graduate credits (about 20 percent). It is likely that professional development activities with these characteristics result in meaningful learning and training opportunities for participants (Corcoran, 1995; Corcoran, et al., 2003; Garet, et al., 1999; Learning First Alliance, 2003).

There were several differences among teachers, principals, and reading coaches in how they characterized the professional development activities. Teachers and reading coaches were much less likely than principals to report that the professional development a) provided teachers with options (32, 32, and 70 percent, respectively), b) provided follow-up activities (49, 57, and 71 percent, respectively), or c) provided release time for teachers (44, 50, and 60 percent, respectively). Principals were also more likely than teachers or reading coaches to report that the principal attended the activities (70, 55, and 59 percent, respectively).

Exhibit 7.2

Characteristics of the Professional Development Activities Reading First Teachers Attended in the Last Year, as Reported by Teachers, Principals and Reading Coaches, 2004–05 School Year

	RF Teachers	RF Reading Coaches	RF Principals
Professional development activities that:	Percent	Percent	Percent
are led by trainers or facilitators who have a well-established reputation	76%	84%	88%
are held in a convenient location (e.g., at school)	73	82	84
require teachers to attend	77	78	80
use a team-based approach (i.e., joint training of people who work together)	69	73	78
were attended by the principal	55	59	70
provide follow-up activities	49	57	71
include release time for participating teachers	44	50	60
provide a stipend	41	44	49
provide teachers options among which to choose	32	32	70
offer graduate college credits	23	21	21

Source: Teacher Survey, Question D3; Reading Coach Survey, Question F3; Principal Survey, Question F1.

Weight: Teacher, reading coach and principal.

Weighted respondents: 63,300 RF teachers, 3,724 RF reading coaches and 3,863 RF principals.

Nonresponse rate across survey items and respondent types: 0.9 to 6.5 percent.

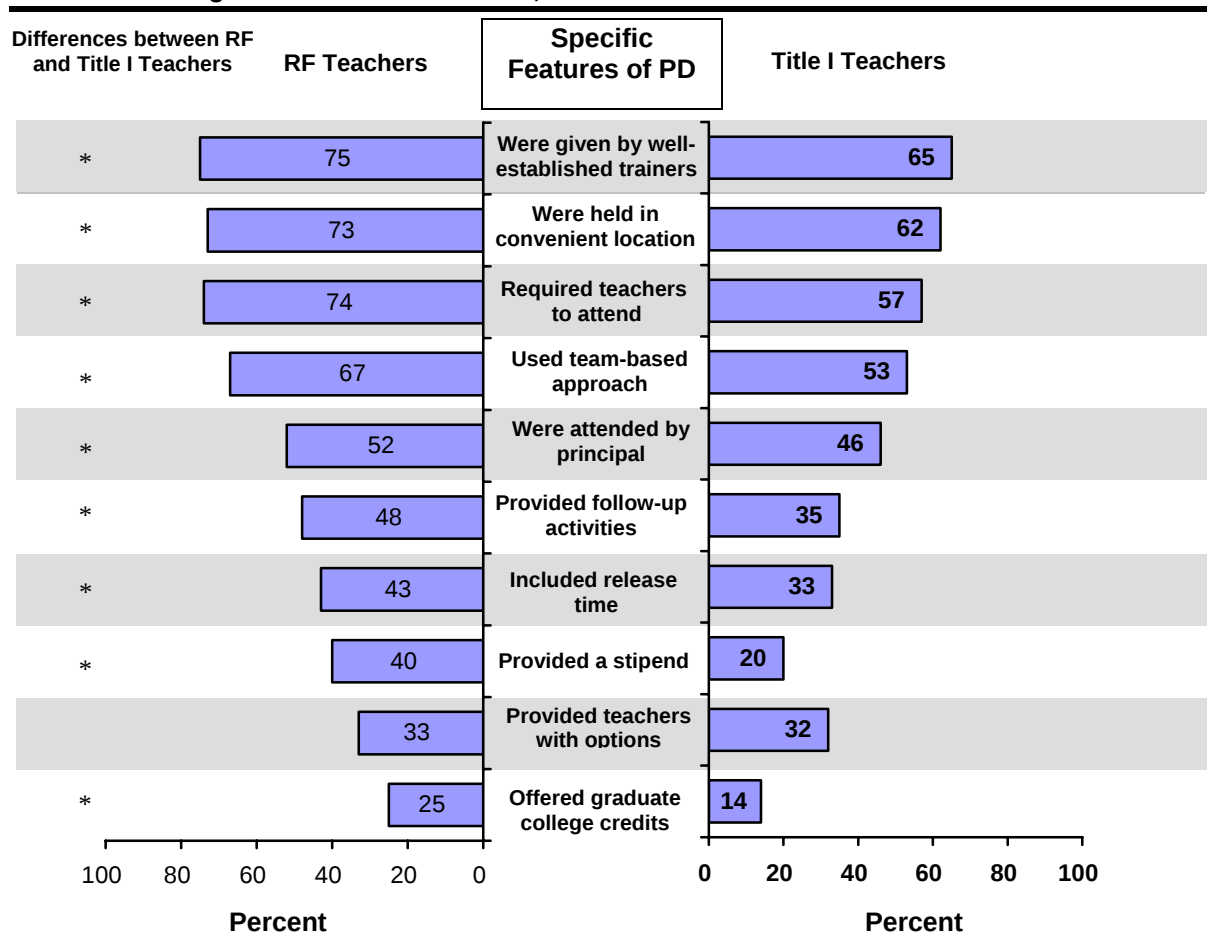
Exhibit reads: Reading First reading coaches reported that 84 percent of the professional development activities offered to teachers were given by trainers or facilitators who have a well-established reputation.

There were statistically significant differences between RF and Title I teachers' reports of the features of professional development they received (Exhibit 7.3). In general, these findings are corroborated by the responses of reading coaches and principals. **The professional development received by RF teachers, as compared with Title I teachers, was significantly more likely to offer incentives to participants in the form of stipends (40 percent vs. 20 percent), release time (43 percent vs. 33 percent), or graduate credits (25 percent vs. 14 percent).** Additionally, there were three other features of the professional development received by RF teachers that may improve the overall quality and success of the activity. **First, the activity was more likely to be conducted by a trainer with a well-established reputation (75 percent vs. 65 percent). Second, professional development offerings were more likely to be held in a convenient location (73 percent vs. 62 percent). Third, the professional development was more likely to have provided follow-up activities (48 percent vs. 35 percent), which is a central theme of the Reading First Program (Guidance for the Reading First Program, 2002, page 26) and improves the chances that the activity will positively affect reading instruction.**

It is also worth noting that teachers reported that the principal attended only about half of the professional development activities attended by teachers. As the principal is the instructional leader in the school, we might have expected this percentage to be higher in RF programs.

Exhibit 7.3

Specific Features of Professional Development Activities Differences Between Teachers in Mature Reading First and Title I Schools, 2004–05 School Year.



Source: Teacher Survey, Question D3.

Weight: Teacher.

Weighted respondents: 37,130 RF teachers, 196,522 Title I teachers.

Nonresponse rate across survey items: 3.5 to 7.3 percent.

Exhibit Reads: Reading First teachers reported that 75 percent of the professional development activities offered to teachers were given by trainers or facilitators who have a well-established reputation, compared with 65 percent of the activities attended by Title I teachers. This difference is statistically significant ($p \leq .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.

See Appendix C, Exhibit C.7.3 for additional statistics.

Professional Development Related to the Five Dimensions of Reading

At the core of Reading First are the five dimensions of reading instruction that have been identified in scientifically based reading research: phonemic awareness, decoding, vocabulary development, fluency, and comprehension. Mastery of these reading skills is critical to becoming a successful reader. By definition, reading programs in Reading First schools must include these five dimensions of effective reading instruction, integrated into a coherent instructional design. This means that teachers should be trained explicitly in these five dimensions as well as in teaching strategies for adapting these practices to the varying needs and circumstances of their students. Successful implementation of the selected reading programs depends on well-designed professional development activities that address these topics.

Teachers' Participation in Professional Development on the Five Dimensions of Reading

Exhibit 7.4 (right panel) presents the grade-level mean percentage of teachers who received professional development in each of the reading dimensions for RF and Title I teachers.⁴⁷

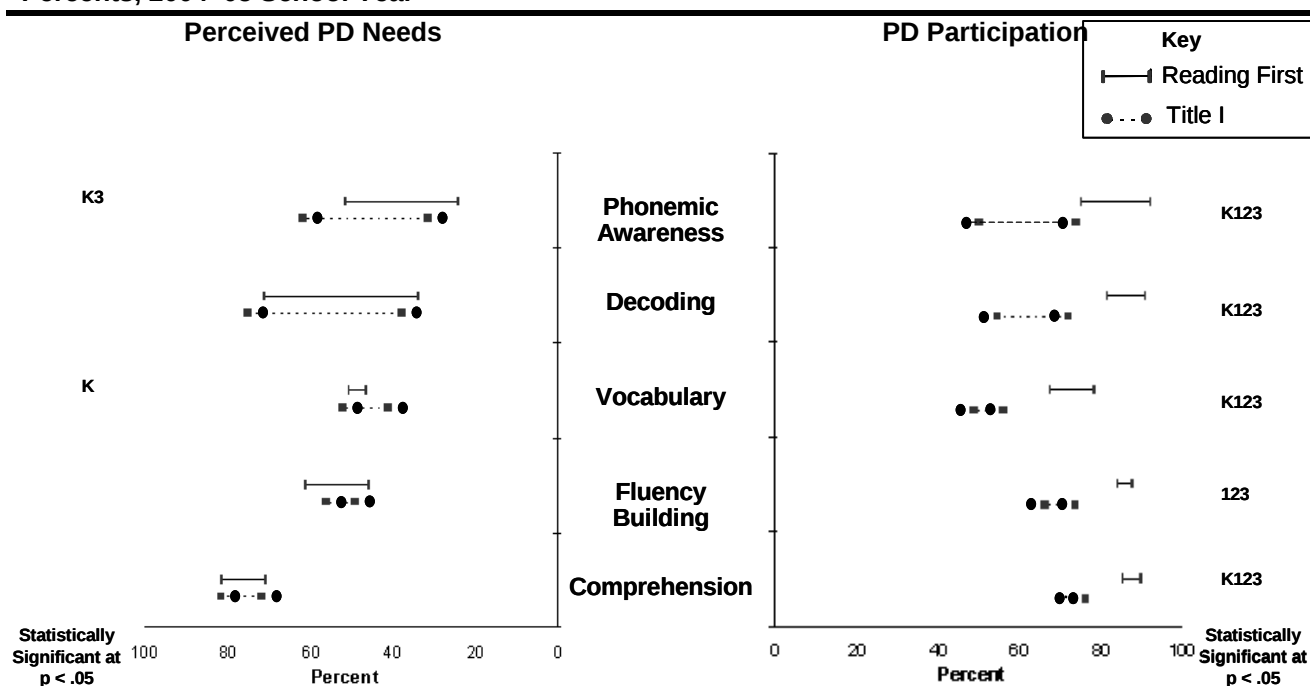
Across all grades, RF teachers were significantly more likely than their Title I school counterparts to have participated in professional development activities focused on at least one of the five dimensions of reading instruction.

- More than 90 percent of RF first grade teachers received professional development in phonemic awareness and decoding, compared with about 70 percent of Title I teachers. The same pattern holds even for the third grade, a grade in which more than three-fourths of RF teachers received professional development in these topics, compared with about 50 percent of Title I teachers.
- With regard to vocabulary development, the grade-level means range from 67 to 78 percent for RF teachers, compared with a range of 49 to 56 percent for Title I teachers.
- Similarly, more than 85 percent of RF teachers at each of the grades received professional development in reading comprehension, compared with about 75 percent of Title I teachers at each grade.

⁴⁷ Five composite variables were constructed to summarize teacher responses to these subskill items; each composite represents teacher responses aggregated to one of the five “dimension” levels. If a teacher indicated participation in at least one professional development activity within a particular dimension, that teacher’s composite value for that particular dimension was computed as “1”.

Exhibit 7.4

Teacher Participation in Professional Development Activities Related to the Five Dimensions of Reading: Teachers in Mature Reading First Schools and Title I Schools, The Range of Grade-Level Percents, 2004–05 School Year



Source: Teacher Survey, Question D4.

Weight: Teacher.

Weighted respondents: 38,249 RF teachers, 201,290 Title I teachers.

Nonresponse rates across respondents: 1.9 percent. For the analysis of PD needs, an additional 16 percent of the responses were excluded because the respondents provided more than five responses, the limit specified in the survey directions.

Exhibit reads: The grade-level means for RF teachers showing their participation in professional development in phonemic awareness range from 75 to 92 percent in grades K–3. This compares with a range of 50 to 74 percent for Title I teachers. At each grade, RF teachers received significantly more professional development on this topic than did Title I teachers. Notes: Each bar represents the range of the grade-level means computed for each item.

For each grade level, a significant difference ($p < .05$) between RF teachers and Title I teachers is indicated by the grade level symbol (i.e., K, 1, 2, 3). For example, if kindergarten, second grade, and third grade showed significant differences between RF teachers and Title I teachers, then "K23" would be presented.

The fluency analysis is limited to teachers in first, second, and third grades.

See Appendix C, Exhibit C.7.4 for the grade-level means and additional statistics.

There were no statistically significant differences between RF and Title I teachers in their perceived needs for additional professional development in decoding, fluency building and comprehension (Exhibit 7.4, left panel). However, there were differences in teachers' perceived need for additional professional development in phonemic awareness instruction; kindergarten and third-grade Title I teachers were more likely than their RF counterparts to indicate a need for additional training in these dimensions (kindergarten: 62 percent vs. 52 percent; third grade: 35 percent vs. 24 percent). Additionally, about one-half of RF kindergarten teachers indicated a need for more training in teaching vocabulary, compared with 41 percent of Title I kindergarten teachers.

Teacher Ratings of Their Preparedness to Teach the Five Dimensions of Reading

The objective of professional activities related to the dimensions of reading is to strengthen teachers’ knowledge of these component skills, thereby improving their teaching of reading. The majority of RF teachers, whether in newly funded or mature schools, feel well prepared to provide instruction in the five dimensions of reading. About three-fourths of the teachers feel well prepared to teach phonemic awareness⁴⁸ and about two-thirds feel well prepared to teach the other dimensions. **This means there are substantial numbers of teachers who do not rate themselves as well prepared to provide this type of instruction.** This is not surprising in newly funded schools that are in the early stages of implementing their professional development plan. Of the teachers who rated themselves as well prepared to teach a specific reading dimension, almost all (85–95 percent) have received professional development on the specific dimension. Conversely, the teachers who rated themselves as not well prepared, were less likely to have reported participating in professional development on that topic (61 versus 79 percent).

Across all five dimensions of reading, RF teachers across grades, on average, rated themselves as significantly better prepared to teach than did Title I teachers (Exhibit 7.5). Mean scores ranged from 3.83 on fluency to 4.13 on phonemic awareness for RF teachers, compared with a range of 3.40 to 3.66 for Title I teachers. This corresponds to results described earlier—that RF teachers reported receiving more professional development than did Title I teachers, across all of these components of reading instruction.

Exhibit 7.5		
Preparedness to Teach Five Dimensions of Reading: Teachers in Mature Reading First and Title I Schools, 2004–05 School Year		
Dimension	RF Teachers	Title I Teachers
	Mean	Mean
Phonemic Awareness	4.13*	3.66
Decoding	3.86*	3.35
Vocabulary	3.79*	3.40
Comprehension	3.80*	3.54
Fluency	3.83*	3.40
Source: Teacher Survey, Question D6.		
Weight: Teacher.		
Weighted respondents: 37,683 RF teachers, 189,901 Title I teachers.		
Nonresponse rates across survey items: 6.1 to 6.6 percent.		
Exhibit reads: RF teachers rated themselves as better prepared (on a five-point scale) to teach phonemic awareness than did Title I teachers (4.13 vs. 3.66, $p \leq .05$).		
Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.		
See Appendix C, Exhibit C.7.5 for grade-level statistics.		

⁴⁸ The analysis focused on phonemic awareness includes kindergarten and first-grade teachers only, because it is at these grades where the skill is heavily emphasized

Principals' and Reading Coaches' Participation in Professional Development on the Five Dimensions of Reading

RF principals and reading coaches were significantly more likely to have participated in professional development than their Title I counterparts across all five dimensions of reading, with a 15-percentage point difference for principals, and 30-percentage point difference for reading coaches (Exhibit 7.6). These findings provide further evidence that the implementation of Reading First is resulting in a strong emphasis, *at the school level*, on the importance of providing reading programs that help students master these five key dimensions of reading.

Exhibit 7.6

Professional Development Related to the Five Dimensions of Reading Attended by Principals and Reading Coaches in Mature Reading First and Title I Schools, 2004–05 School Year

Dimension	Reading First Schools	Title I Schools
	Percent	Percent
Principal Participation		
Phonemic Awareness	79%*	63%
Decoding	72*	58
Vocabulary	80*	66
Comprehension	84*	67
Fluency	83*	75
Reading Coach Participation		
Essential Components of Reading	90*	60

Source: Principal Survey, Question F2a-e; Reading Coach Survey, Question G1f.

Weight: Principal, reading coach.

Weighted respondents: 2,182 RF principals, 14,259 Title I principals and 11,428 reading coaches.

Nonresponse rates across survey items and respondents: 0.0 to 4.8 percent.

Exhibit reads: 79 percent of principals in RF schools participated in professional development in phonemic awareness, compared with 63 percent of principals in Title I schools. The difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.

Professional Development Related to General Teaching Strategies

The Reading First legislation specifies that professional development activities should also provide teachers with “information on instructional materials, programs and approaches based on scientifically based reading research” {Section 1202, D}. This information will (hypothetically) help teachers implement sound, research-based instructional practices that are most likely to help students develop mastery of the five dimensions of reading.

Teachers' Participation in Professional Development on General Teaching Strategies

Teachers in Reading First schools were asked whether they had participated in professional development focused on 1) using materials and teaching strategies, 2) grouping, 3) assessment of

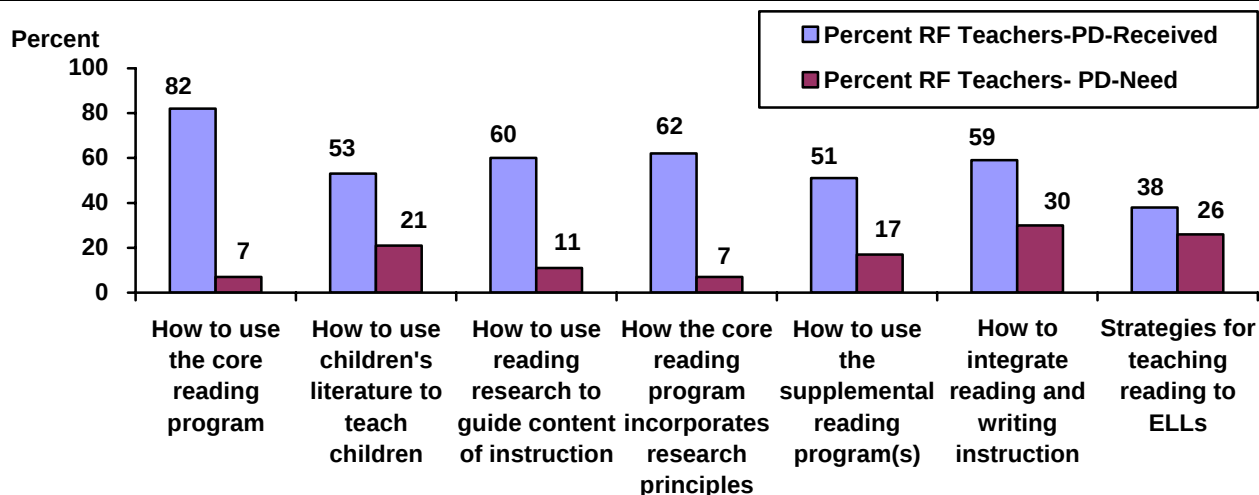
students, 4) how to help struggling readers, and 5) organization and planning. They were also asked to report in which of these topics they felt they needed additional professional development. Results are presented for these five categories of professional development topics in Exhibits 7.7a-d.

Teachers in RF schools reported receiving professional development in a variety of topics related to materials and teaching strategies (Exhibit 7.7a). Most RF teachers (82 percent) reported receiving professional development in how to use their core reading programs, and the majority (60 percent) have received professional development in how to use reading research to guide instruction; indeed, this is one of the central aims of the Reading First legislation. Only 11 percent of RF teachers reported the need for additional professional development in this area.

It is also noteworthy that substantial numbers of RF teachers received professional development in using children's literature (53 percent) and integrating reading and writing instruction (59 percent). In addition, about 20 percent of RF teachers perceived a need for additional professional development in using children's literature and 30 percent indicated a need for more professional development in integrating reading and writing instruction. These teaching strategies, however, are not considered to be salient aspects of an effective Reading First program.

Exhibit 7.7a

Teacher Professional Development on Materials and Teaching Strategies in Reading First Schools, 2004–05 School Year



Source: Teacher Survey, Question D5.

Weight: Teacher.

Weighted respondents: 59,728 RF teachers.

Nonresponse rate: 8.3 percent. For the analysis of PD needs, an additional 26 percent of the responses were excluded because the respondents provided more than five responses, the limit specified in the survey directions.

Exhibit reads: 84 percent of RF teachers reported receiving professional development in how to use the core reading program; 7 percent reported needing additional professional development on this topic.

Notes: If teachers provided more than five topics in which they need PD, their responses were excluded from the analysis.

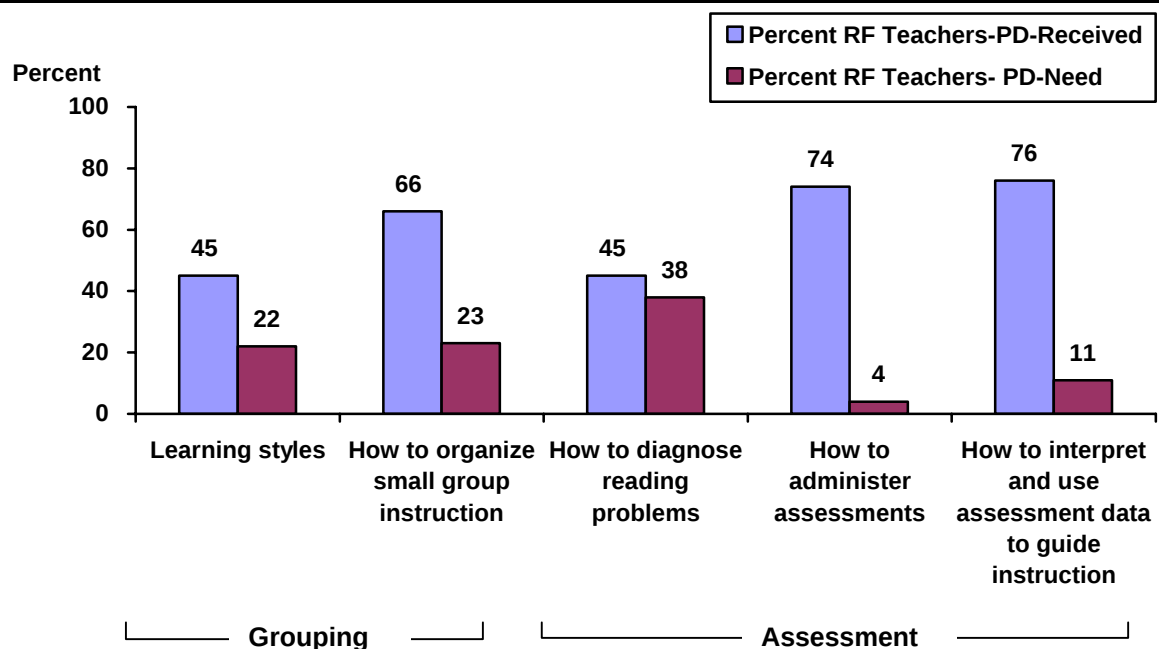
See Appendix C, Exhibit C.7.7a for grade-level statistics on these items.

Almost three-quarters of RF teachers reported receiving professional development on administering assessments and using the information to guide instruction (Exhibit 7.7b); this is a central tenet of Reading First, as noted in the Guidance for the Reading First Program: that “a high-quality reading program also includes assessment strategies for diagnosing student needs and measuring student progress as well as a professional development plan that ensures teachers have the skills necessary to implement the program effectively and meet the reading needs of individual students” (2002, page 6). Further, very few RF teachers reported needing additional training in these topics. It is important to note, however, that only about one-half of RF teachers (45 percent) reported receiving professional development in how to diagnose reading problems. Yet this is the topic most often perceived by RF teachers (38 percent) as one in which they need additional professional development.

Almost half (45 percent) of RF teachers reported receiving professional development in learning styles, and almost a quarter (22 percent) felt they needed more professional development in this area. This again, is a topic that is not central to the Reading First program.

Exhibit 7.7b

Teacher Professional Development on Grouping and Assessment in Reading First Schools, 2004–05 School Year



Source: Teacher Survey, Question D5.

Weight: Teacher.

Weighted respondents: 59,728 RF teachers.

Nonresponse rate: 8.3 percent. For the analysis of PD needs, an additional 26 percent of the responses were excluded because the respondents provided more than five responses, the limit specified in the survey directions.

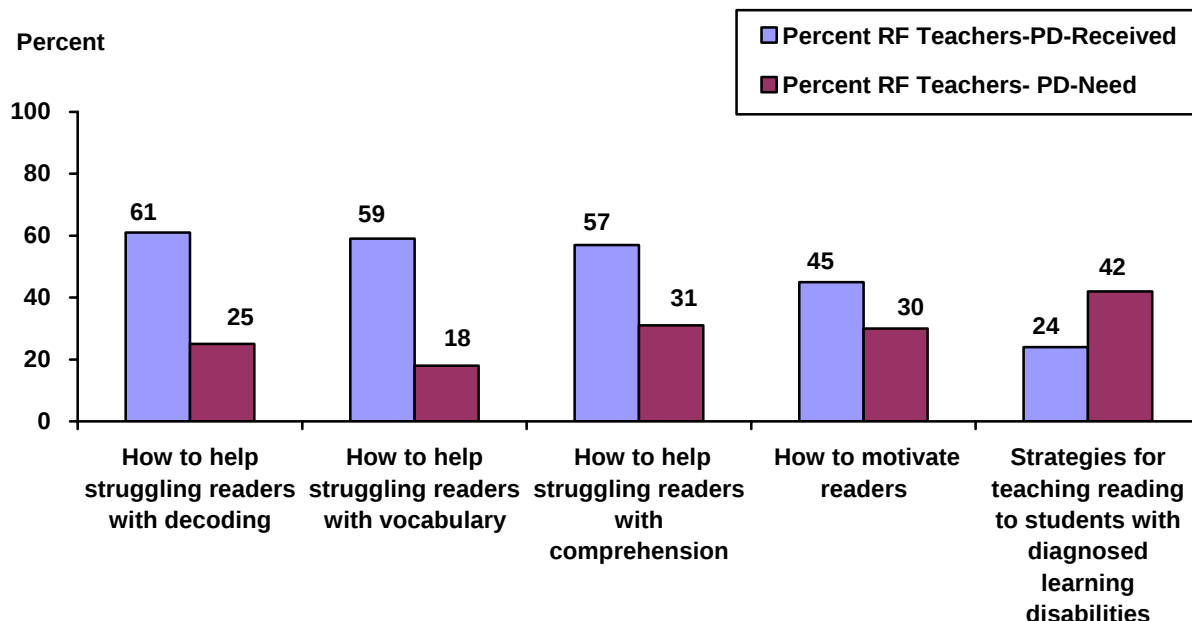
Exhibit reads: 48 percent of RF teachers reported receiving professional development in learning styles; 22 percent reported needing additional professional development on this topic.

Note: See Appendix C, Exhibit C.7.7b, for grade-level statistics on these items.

More RF teachers reported needing additional professional development in topics related to helping struggling readers master specific instructional content (see Exhibit 7.7c) rather than the broader topic of how their reading programs incorporate research principles (Exhibit 7.7a). Teachers reported wanting more training in how to help struggling readers with decoding (25 percent), comprehension (30 percent), and motivation (30 percent).

Exhibit 7.7c

Teacher Professional Development on Struggling Readers in Reading First Schools, 2004–05 School Year



Source: Teacher Survey, Question D5.

Weight: Teacher.

Weighted respondents: 59,728 RF teachers.

Nonresponse rate: 8.3 percent. For the analysis of PD needs, an additional 26 percent of the responses were excluded because the respondents provided more than five responses, the limit specified in the survey directions.

Exhibit reads: 64 percent of RF teachers reported receiving professional development in how to help struggling readers, with decoding; 25 percent reported needing additional professional development on this topic.

Note: See Appendix C, Exhibit C.7.7c for grade level statistics on these items.

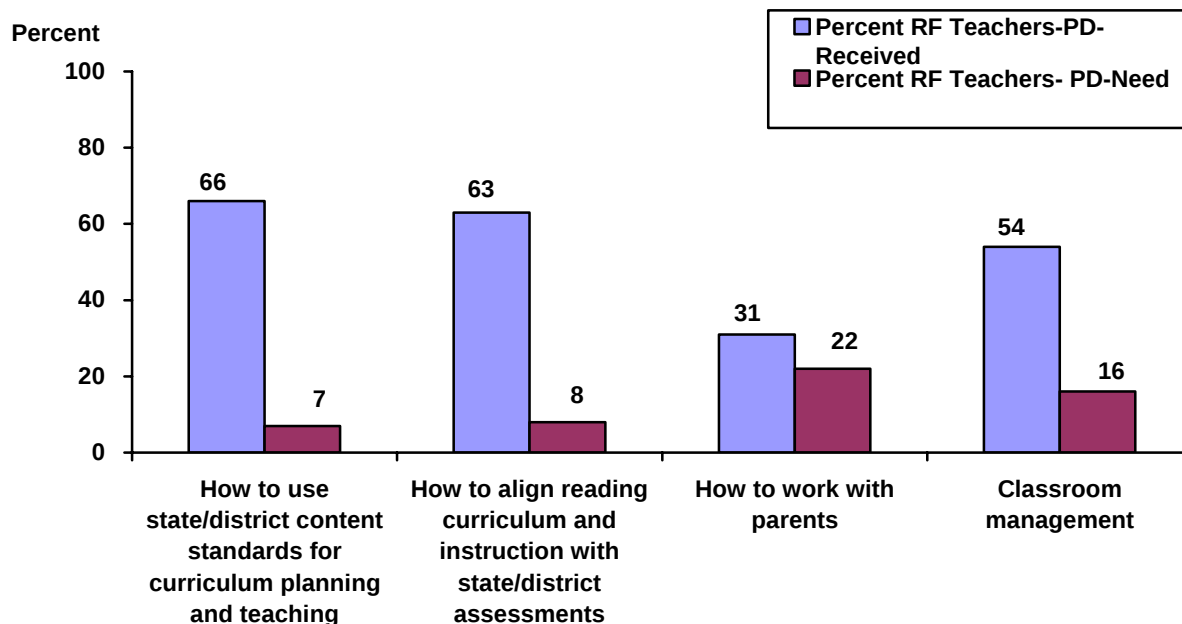
Approximately two-thirds of RF teachers reported receiving professional development on how to use content standards for curriculum planning and teaching and how to align their curriculum and instruction with assessments. This indicates that many RF teachers are being given guidance in how to use content standards and assessments to inform their instruction.

In general, only small proportions of RF teachers perceived the need for additional professional development in areas related to organization and planning (Exhibit 7.7d). For instance, under 10 percent of teachers wanted more training in how to use state or district content standards (7 percent) or alignment of instruction with assessments (8 percent); perhaps this reflects the fact that teachers feel they have little influence in these areas. Again, teachers were more likely to

report needing additional training on topics that focus on specific techniques and strategies, such as how to work with parents, and classroom management (22 and 16 percent).

Exhibit 7.7d

Teacher Professional Development on Organization and Planning in Reading First Schools, 2004–05 School Year



Source: Teacher Survey, Question D5.

Weight: Teacher.

Weighted respondents: 59,728 RF teachers.

Nonresponse rate: 8.3 percent. For the analysis of PD needs, an additional 26 percent of the responses were excluded because the respondents provided more than five responses, the limit specified in the survey directions.

Exhibit reads: 69 percent of RF teachers reported receiving professional development in how to use state or district content standards for curriculum planning and teaching, 7 percent reported needing additional professional development on this topic.

Note: See Appendix C, Exhibit C.7.7d for grade-level statistics on these items.

In order to summarize teachers' reported professional development, we constructed two types of scores. First, we calculated the proportion of teachers who reported receiving professional development on *any* of the topics in a given category. Second, we calculated the average *number* of topics in which teachers reported receiving professional development. We then used these summary measures to compare the professional development activities of RF and Title I teachers (Exhibit 7.8).

Across all professional development topic areas related to reading instruction, RF teachers were significantly more likely than Title I teachers to have reported receiving professional development on at least one topic in each of the five categories. For example, 92 percent of RF teachers received professional development about at least one type of teaching strategy in the last year compared with 75 percent of Title I teachers. On average, RF teachers received professional development in four, and Title I teachers in three areas within this topic. Generally, this pattern of differences holds across the other areas of professional development.

Large proportions of RF and Title I teachers indicated the need for more training to work with struggling readers. In fact, significantly more Title I than RF teachers indicated such a need (76 percent vs. 60 percent). Many teachers, both RF and Title I who indicated a need for additional training on this topic had already received some training this year in working with struggling readers (76 and 60 percent).

There were no meaningful (or statistically significant) differences between RF and Title I teachers in terms of their perceived professional development needs in the other broad topic areas: teaching strategies, grouping, assessment, and planning.

Exhibit 7.8

Professional Development in Teaching Strategies in Mature Reading First and Title I Schools, 2004–05 School Year

	Teachers	
	Reading First	Title I
	Percent	Percent
Teaching strategies	95%*	83%
Grouping	73*	62
Assessment	85*	67
Struggling readers	78*	64
Organization/ planning	80*	75
Number of Professional Development Activities	Mean	Mean
Teaching strategies	4.12*	3.10
Grouping	1.12*	0.95
Assessment	1.96*	1.48
Struggling readers	2.53*	1.94
Organization/ planning	2.20*	1.96

Source: Teacher Survey, Question D5.

Weight: Teacher.

Weighted respondents: 38,187 RF teachers, 196,060 Title I teachers.

Nonresponse rates across survey items: 1.1 to 3.7 percent

Exhibit reads: 92 percent of RF teachers compared to 75 percent of Title I teachers, received professional development in at least one instructional strategy. RF teachers attended a mean of 4.12 professional development activities in teaching strategies, compared to 3.10 for Title I teachers. This difference is statistically significant ($p \leq .05$).

Notes: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between teachers in RF and Title I schools.

See Appendix C, Exhibit C.7.8 for additional statistics.

Principals' Participation in Professional Development on General Teaching Strategies

Principals were asked about the professional development they received in the previous year as well as their perceived needs for additional professional development. Exhibit 7.9 summarizes RF principals' participation in professional development activities across several topic areas. Most principals participated in professional development activities related to teaching strategies (92 percent) and assessment (90 percent). Principals were more likely to participate in activities

related to teaching strategies than the other topic areas; on average their experiences covered about four different topics related to teaching strategies. On average, RF principals reported participating in 8.24 of 10 topic areas.⁴⁹

Exhibit 7.9

Reading First Principals' Participation in Professional Development in Teaching Strategies, 2004–05 School Year

Topics	RF Principals
	Percent
Teaching strategies	91%
Evaluation	77
Assessment	90
Struggling readers	70
Organization/ planning	76
Composite Measure	Mean
Diversity of PD Topics	8.24
Number of Professional Development Activities	Mean
Teaching strategies	4.00
Grouping	2.00
Assessment	2.32
Struggling readers	2.57
Organization/ planning	2.39

Source: Principal Survey, Question F2.

Weight: Principal.

Weighted respondents: 3,829 RF principals.

Nonresponse rate: 2.0 percent.

Exhibit reads: 92 percent of RF principals participated in professional development on teaching strategies.

Note: See Appendix C, Exhibit C.7.9 for principal participation rates on specific activities within each topic area.

RF principals participated in a wider variety of professional development activities related to teaching strategies and the five dimensions of reading instruction than did principals in Title I schools (Exhibit 7.10). RF principals attended a significantly greater variety of professional development activities related to general teaching strategies (e.g., how to use the core reading program, how to use research to guide instruction) than did Title I principals (3.75 vs. 3.24). This same pattern holds for professional development related to assessment, evaluation, and working with struggling readers. There were no statistically significant differences between RF and Title I principals in the variety of professional development activities focused on organization, management, and support.

⁴⁹ To measure the diversity of professional development activities and topics for principals, we constructed a composite measure. This composite measure has a scale of 0-10, and it incorporates two kinds of professional development: those related to the five dimensions (each represented by one point), and those related to the five topic areas discussed above 1) teaching strategies, 2) evaluation, 3) assessment, 4) struggling readers, and 5) organization and planning.

These findings suggest that principals in RF schools have been provided with more comprehensive and targeted support related to comprehensive reading instruction.

Exhibit 7.10

Professional Development Events Attended by Principals in Mature Reading First and Title I Schools: Summary and Composite Measures, 2004–05 School Year

General Topics	Number of Events Attended by Principals	
	Reading First Schools Mean	Title I Schools Mean
Teaching strategies	3.75*	3.24
Assessment	2.17*	1.96
Struggling readers	2.41*	1.98
Organization, management, and support	2.26	2.31
Evaluation	1.85*	1.42

Source: Principal Survey, Question F2.

Weight: Principal.

Weighted respondents: 2,167 RF principals, 13,783 Title I principals.

Nonresponse rates across respondents: 2.0 to 6.1 percent.

Exhibit reads: Principals in RF schools reported attending, on average, 3.75 professional development activities about teaching strategies, compared with 3.24 for Title I principals. The difference in means is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Reading Coaches' Participation in Professional Development on General Teaching Strategies

Reading coaches provide ongoing professional development to teachers both in modeling effective instructional practice and in providing overall support to teachers' efforts to implement their reading programs. Indeed, the guidance for the Reading First Program states that, "delivery mechanisms [for professional development] should include the use of coaches and other teachers of reading who provide feedback as instructional strategies are put into practice" (2002, page 26). Therefore, it is critical that coaches receive the support and training in how to effectively guide teachers and provide them with feedback regarding their teaching.

Across all fifteen topics (Exhibit 7.11), reading coaches in RF schools were significantly more likely to have received professional development than reading coaches in Title I schools (differences ranging from 13 percentage points to 30 percentage points). The scores of RF coaches, on average, are higher than those of reading coaches in Title I schools. RF reading coaches were considerably more likely to have received professional development on how to help teachers make reading instruction systematic and explicit than reading coaches in Title I schools (78 percent vs. 52 percent). The same pattern holds for professional development in using assessment data to form instructional groups (90 percent vs. 68 percent), and how to plan instruction for struggling students (75 percent vs. 57 percent), and helping teachers with the essential components of scientifically based reading instruction (90 percent vs. 60 percent). In

summary, reading coaches in RF schools appear to be better prepared to support the teachers in their schools in implementing their reading instruction than coaches in Title I schools.

Exhibit 7.11

Topics Addressed in Professional Development Offered to Reading Coaches in Mature Reading First and Title I Schools, 2004–05 School Year

Topic	Reading Coaches	
	Reading First Percent	Title I Percent
1. How to use reading assessment data to guide instruction	94%*	79%
2. What are the types of assessments: screening, diagnostic, progress monitoring, and outcome	85*	55
3. How to use assessment data to form instructional groups	90*	68
4. How to provide constructive feedback to teachers	86*	65
5. How to establish credibility with teachers	76*	45
6. Essential components of scientifically based reading instruction	90*	62
7. What is the role of the reading coach in fostering change	84*	55
8. How to plan instructional interventions for struggling students	75*	58
9. Classroom management within the literacy block time	57*	47
10. How to conduct effective grade level meetings	60*	36
11. How to help teachers identify appropriate instructional materials	61*	45
12. How to help teachers make reading instruction systematic and explicit	78*	57
13. How to conduct demonstration lessons	68*	55
14. How to conduct classroom observations	79*	54
15. How to provide onsite professional development	66*	55

Source: Reading Coach survey, Question G1.

Weight: Reading coach.

Weighted respondents: 2,025 RF reading coaches, 6,727 reading coaches in Title I schools.

Nonresponse rate across survey items: 5 percent.

Exhibit reads: 94 percent of Reading First reading coaches reported that professional development in using reading assessment data to guide instruction was offered to reading coaches in the last year, compared to 79 percent of reading coaches in Title I schools. The difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Direct Classroom Support to Teachers for Improving Reading Instruction

Teachers are often provided ongoing, direct support and feedback for their classroom teaching, above and beyond formal professional development. This includes attendance at grade-level meetings, help using assessment results to plan instruction, classroom demonstrations, observation of other teachers and peer study groups, and availability of support from reading coaches to improve instruction, among others. Teachers were asked to report whether or not they had received any of these types of support during the previous school year.

Across several types of direct support, a greater proportion of RF teachers reported receiving assistance with their reading instruction than did Title I teachers (Exhibit 7.12). Support for using assessment to guide instruction is significantly stronger in RF schools.

- Eighty-nine percent of RF teachers received help in interpreting assessment data, compared with only 69 percent of Title I teachers.
- Two-thirds of RF teachers indicated that they received help in using diagnostic tests with their students, compared with less than half of Title I teachers (66 percent vs. 49 percent).
- Almost all RF teachers (91 percent) reported receiving support for using assessment data to determine topics that require additional instruction; this compares with about three-quarters of the Title I teachers (76 percent).

These findings align with a critical element of Reading First—using students’ performance on reading tests to identify students at risk of failure and to modify reading instruction accordingly.

Exhibit 7.12 also displays information about the availability of the various types of direct support for teachers’ reading programs, many of which are simply not available in Title I schools. For example, one-third of the teachers in Title I schools indicate that both coaching by a reading coach and diagnostic testing assistance is not available.

Exhibit 7.12

Direct Support for Reading Instruction for Teachers in Mature Reading First and Title I Schools, 2004–05 School Year

Type of Support	Teachers			
	Support Received		Support Not Available at My School	
	Reading First	Title I	Reading First	Title I
	Percent	Percent	Percent	Percent
Coaching by reading coach in programs, materials or strategies	86%*	50%	3%	32%*
Coaching from fellow teacher	58*	47	18	26*
Peer study group for group study	47*	32	41	55*
Demonstrations in my classroom	51*	29	15	41*
Observations of other teachers	38*	32	24	34*
Diagnostic testing help from a reading coach or specialist for individual students	66*	49	12	30*
Intervention service help from a reading coach or specialist for individual students	60*	52	14	27*
Interpretation of assessment data	89*	68	3	16*
Grade level meetings devoted to reading	91*	76	6	17*
Using assessment data to determine topics that require additional instruction	91*	76	3	16*

Source: Teacher Survey, Question D2.

Weight: Teacher.

Weighted respondents: 38,217 RF teachers, 201,724 Title I teachers.

Nonresponse rates across survey items: 1.0 to 3.0 percent.

Exhibit reads: 86 percent of RF teachers have received assistance from a reading coach; this compares with 50 percent for Title I teachers. This difference is statistically significant ($p \leq .05$).

Note: The stars (*) indicate that there is a statistically significant difference (i.e., $p\text{-value} \leq .05$) between RF and Title I schools.

Many states require RF schools to have reading coaches on staff to provide mentoring and guidance to K–3 teachers as they implement their reading instruction. Indeed, RF coaches reported that teachers were given more time to be coached about their reading instruction from a reading coach⁵⁰ and agreed more strongly that teachers sought their help to improve reading instruction than coaches in Title I schools.⁵¹ Most K–3 teachers (86 percent) reported that they

⁵⁰ Reading coaches indicated on a scale from “not at all” to “once a week or more” how much time was formally set aside for teachers to be coached about reading instruction by a reading coach. The average response for RF coaches was 4.01, corresponding to “once a month” whereas the average response for reading coaches in Title I schools was 2.35, corresponding most closely to “1–4 times per year.” This difference is statistically significant.

⁵¹ Reading coaches were asked to indicate on a scale from one to five how accurately the statement “K–3 teachers seek the assistance of the reading coach to improve their reading instruction,” (Question H1) describes their school. The average response in RF schools was 3.93 and 3.76 in Title I schools. This difference is statistically significant.

have received help from a reading coach about teaching strategies and instructional materials. About two-thirds of teachers indicated having received assistance in completing diagnostic assessments of students; interestingly, 10 percent of the teachers indicate that such assistance is not available in their school, which is not what one might hypothesize to be characteristic of RF schools. This may reflect the fact that in many schools, teachers do not administer diagnostic tests; therefore, in these schools, reading coaches do not provide teachers with this kind of support.

To summarize the kinds of support teachers receive, we constructed a composite measure, Overall Support; that includes five supporting activities particularly salient to Reading First: 1) interpretation of assessment data, 2) classroom demonstrations, 3) grade-level meetings devoted to reading, 4) coaching or mentoring from a reading coach, and 5) use of assessment data to identify skills that need additional instruction or practice. Scores on Overall Support range from 0–5, reflecting one point for each type of support teachers reported having received. On average, RF teachers reported receiving more types of direct support for their reading instruction than did teachers in Title I schools (4.1 vs. 3.5).

Summary

Professional development focused on scientifically based reading practices is central to the Reading First program. The objective of this professional development is to strengthen teachers' knowledge about reading instruction and thereby improve their teaching quality and effectiveness. The findings provide consistent evidence that professional development for multiple aspects of reading instruction have been provided to RF principals, reading coaches, and teachers. This assistance includes both professional development related to instruction in the five dimensions of reading instruction as well as about overall teaching strategies. Further, the findings illuminate striking differences in professional development practice between RF and Title I schools.

Significantly more Reading First teachers reported attending professional development workshops related to reading than did non-RF Title I teachers (94 percent vs. 81 percent). RF teachers, on average, reported having spent significantly more time attending professional development activities—conferences, workshops, college courses—in the past year than did teachers in non-RF Title I schools (40 hours vs. 24 hours).

Professional development activities attended by RF teachers, as compared with non-RF Title I teachers, were significantly more likely to:

- Offer incentives for participation, such as stipends (40 percent vs. 20 percent), release time (43 percent vs. 33 percent), or graduate credits (25 percent vs. 14 percent).
- Be conducted by well-established and experienced trainers (75 percent vs. 65 percent).
- Require teachers to attend (74 percent vs. 57 percent).
- Use a team-based approach (67 percent vs. 53 percent).

RF principals, reading coaches and teachers reported having participated in significantly more professional development activities to improve their knowledge of the five dimensions of reading instruction than did Title I teachers. For example, significantly more RF than Title I teachers received professional development in phonemic awareness (90 percent vs. 70 percent). RF teachers rated themselves (on a five-point scale) as significantly better prepared to teach the following skills than did Title I teachers: phonemic awareness, 4.13 vs. 3.66; decoding, 3.86 vs. 3.35; vocabulary, 3.79 vs. 3.40; comprehension, 3.80 vs. 3.54; and fluency, 3.83 vs. 3.40.

RF teachers were significantly more likely than teachers in Title I schools to report having received professional development assistance on administering and using assessments (85 percent vs. 67 percent), interpreting assessment data (90 percent vs. 68 percent), and using diagnostic tests to guide instruction (66 percent vs. 49 percent).

Reading coaches and principals also received professional development to support them in their roles. RF reading coaches were significantly more likely than their non-RF Title I counterparts to report having received professional development assistance on how to help teachers make reading instruction systematic and explicit (78 percent vs. 52 percent), and on the essential components of SBRR instruction (90 percent vs. 60 percent). Both of these topics are central to the Reading First program.

Chapter 8: Summary and Conclusions

This interim report of the Reading First Implementation Evaluation addresses the following questions:

1. How is the Reading First program implemented in districts and schools?
2. How does reading instruction differ in Reading First schools and non-grantee Title I schools?

The findings presented in this interim report provide some initial evidence that the Reading First Program is being implemented in districts and schools as intended by the legislation, specifically, in terms of the implementation of effective K–3 reading programs in schools. Below, we discuss each of these findings in more detail.

Reading Instruction in Reading First Schools and Non-RF Title I Schools

Reading First schools appear to be implementing the major features of the program as intended by the legislation. States and districts have been providing appropriate supports, particularly in terms of professional development related to reading, and the selection and use of assessments to inform instruction. Reading First schools have established instructional environments to support SBRR-based reading instruction, providing adequate time for reading instruction and using effective instructional materials and strategies.

The reading programs being implemented in K–3 classrooms in Reading First and non-RF Title I schools appear to be different on a variety of components as follows:

- **Instructional Time.** More time was spent teaching reading in RF schools than in Title I schools. Virtually all RF schools (98 percent) had a reading block (i.e., a time period that was formally scheduled for teaching reading) at each of grades K through 3, significantly more than the 92 percent of classrooms in grades 1–3 and 88 percent of kindergartens that had reading blocks in Title I schools. Reading First schools reported, on average, *a significantly longer reading block* than did Title I schools (by about 15 minutes per day). Further, teachers in RF schools reported that, on average, they spent significantly more time on reading than did teachers in Title I schools—a difference of about 19 minutes per day, or almost 100 minutes per week. Teachers in RF schools were also significantly more likely than teachers in non-RF Title I schools

to report that they had increased the amount of time spent on reading from the 2003–04 to the 2004–05 school years (61 percent vs. 35 percent).⁵²

- **Instructional Materials.** Reading First schools were significantly more likely than Title I schools to have changed the materials used for reading instruction by adopting a new core reading program (39 percent vs. 16 percent), a new program for struggling readers (74 percent vs. 43 percent), or a new reading assessment (71 percent vs. 36 percent). Reading instructional activities and strategies in RF schools appear to be aligned with the tenets of the Reading First program. Further, RF teachers across all grades (K–3) rated materials as central to their instruction a greater proportion of SBRR-aligned practices than did teachers in Title I schools: These statistically significant differences were modest in size (e.g., second grade: 76 percent vs. 72 percent), although the difference for kindergarten teachers was somewhat larger (77 percent vs. 68 percent).
- **Instructional Strategies.** RF teachers rated as central to their instruction a significantly higher proportion of scientifically based practices related to instruction the five dimensions of reading than did teachers in Title I schools: For example, 1) RF kindergarten and first-grade teachers rated as central to their instruction a significantly higher proportion of scientifically based practices for teaching phonemic awareness and decoding than did teachers in Title I schools; and 2) RF third-grade teachers rated as central to their instruction a significantly higher proportion of scientifically based practices in teaching vocabulary and fluency than did their Title I counterparts. However, there were no differences between RF and Title I teachers in their centrality ratings related to teaching comprehension skills.
- **Assessments.** Reading First schools received significantly more external, nonfinancial assistance than did Title I schools in selecting assessment instruments (76 percent vs. 56 percent) and interpreting assessment results (82 percent vs. 70 percent). RF teachers were significantly more likely to report having regularly scheduled, formal time set aside to use assessment data to plan instruction (84 percent vs. 74 percent). Across different types of direct support activities, a significantly larger proportion of RF teachers reported receiving assistance in administering assessments and using the information to guide instruction (85 percent vs. 67 percent); interpreting assessment data (90 percent vs. 68 percent), and using diagnostic tests (66 percent vs. 49 percent), than did teachers in Title I schools.
- **Professional development.** RF staff received significantly more professional development than did Title I staff. A significantly larger proportion of RF teachers reported having attended reading-related professional development workshops than did Title I teachers (94 percent vs. 81 percent). Further, RF teachers reported that, on average, during the last year, they spent significantly more hours attending these

⁵² For this comparison, we used the newly funded RF schools since the mature RF schools may have already increased their instructional time in their first year of implementation, 2002–03. That said, about 45 percent of the mature RF schools *did* increase their instructional time in the 2004–05 school year.

professional development activities than did Title I teachers (40 hours vs. 24 hours). RF teachers were more likely to have received professional development in instruction in the five dimensions of reading as well as in overall teaching strategies. Indeed, RF teachers reported feeling better prepared to teach the five dimensions of reading than their Title I counterparts.

These findings provide some initial evidence to suggest that the reading programs being implemented in grades to K–3 students in RF schools are meeting the objectives of the Reading First Program.

Limitations

As described in Chapter 1, there are several limitations to the findings presented in this report. First, the data sources (primarily surveys) represent respondents' self-reported subjective perceptions and judgments about the implementation of their reading programs. Second, the Reading First legislation requires states to provide professional development in scientifically based reading instruction to all K–3 teachers, not only the teachers in schools that receive RF funding; this may reduce the potential to find large differences between RF and non-RF Title I schools. Third, many states require RF schools, not Title I schools, to have a reading coach; in fact, reading coaches in Title I schools are classroom teachers or reading specialists. We addressed this shortcoming by limiting the Title I group of reading coaches to those respondents who reported that they routinely engage in the activities used to define the responsibilities of a reading coach. Nevertheless, any observed differences between RF and reading coaches in Title I schools should be interpreted with somewhat more caution than observed differences between other respondent categories.

The fourth limitation concerns the comparability of the Title I school sample. We constructed this sample purposefully to provide a context within which to understand the implementation of reading programs in Reading First schools. Comparisons between RF and Title I samples can be made, yet because the Title I school sample was not matched in any way to the RF school sample, it cannot be assumed to be equivalent to RF school sample. Although we have reported significant differences between the reading programs in RF and Title I schools, we must exercise caution when interpreting these observed differences. These differences cannot be attributed to the RF program.

Future Activities

This interim report presented findings primarily based on the spring 2005 survey data collection from principals, teachers, and reading coaches. The second wave of data collection will be conducted in 2007 and will provide information to address several questions not answered in this report:

- How does reading instruction differ in RF schools and non-grantee Title I schools as RF schools' implementation efforts mature over time?
- Does student achievement improve in schools with Reading First funds?
- Is there any relationship between how schools implement Reading First and changes in reading achievement?

The findings will be included in the final report to be published in the summer of 2008.

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Appendix A

The Study Samples and the Sampling Weights

Appendix A: The Study Samples and the Sampling Weights

The School Sample

The study’s evaluation questions require sampling from three distinct groups of schools: (1) new RF schools (schools funded in January 2004 or later), (2) mature RF schools (schools funded on or before Dec. 31, 2003), and (3) non–Reading First Title I, schoolwide project (SWP) schools—schools in which at least 40 percent of the students are eligible for free or reduced-price lunches. We limited the Title I sample to SWP schools because that is the population from which Reading First schools are typically drawn. Each of these three groups was sampled to yield a nationally representative sample. To identify the populations of Reading First and Title I schools from which to select the study samples, we constructed sampling frames using data provided by the U.S. Department of Education.¹ Schools that did not have at least three of the target grades (K–3) were excluded. This section describes the selection of Reading First and 550 Title I schools.

Reading First Schools

We sampled and subsequently recruited equal numbers (550) of two types of Reading First schools—newly funded, and mature Reading First schools. These two samples are large enough to compute subgroup population level estimates. The two samples (new and mature) represent schools in different phases of implementation; this designation was based on Reading First Program guidelines to states for their annual performance reports specifying that for “schools receiving grants between July 1 and December 31 of any reporting period, the current school year will be considered in the first year of implementation.” Therefore, schools awarded sub-grants before Dec. 31, 2003 were designated as mature schools for the spring 2005 data collection, when they were at least in their second year of implementation. All other RF schools were classified as new.

In order to ensure that the new and mature samples of RF schools were representative of their respective populations, we stratified each group of RF schools into four census regions and four levels of school size, in which size represents the number of students in each school; this process created 16 strata. All Reading First schools under the jurisdiction of the Bureau of Indian Affairs (BIA) were included in our sample in a 17th stratum. We sorted the schools within each stratum by state and urbanicity (four levels) to ensure that each sample provides

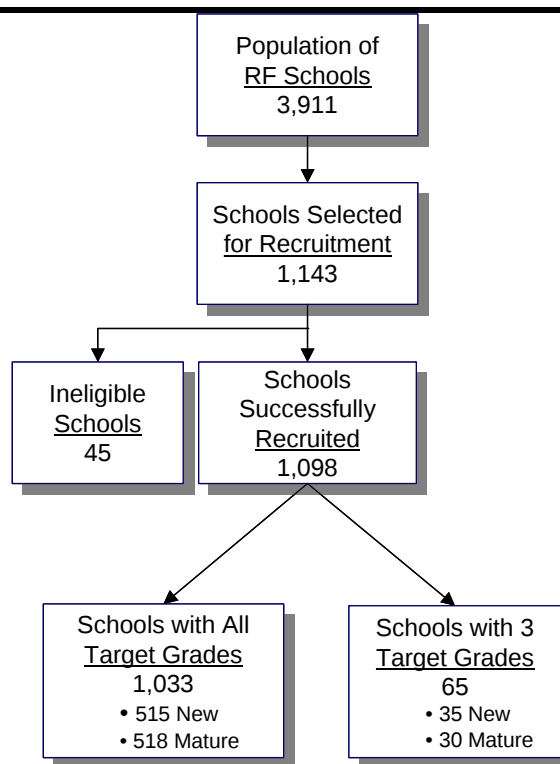
¹ The Southwestern Educational Development Laboratory is maintaining a database for the U.S. Department of Education that tracks awards of Reading First grants and sub-grants to states, districts, and schools. Also, the U.S. Department of Education is conducting a national evaluation of Title I schools and has provided us with the sampling frame used on that study.

a systematic representation on these demographic characteristics. Finally, we selected a systematic sample of schools from each stratum.

Exhibit A.1 summarizes the recruitment of the RF school sample. As of mid-October 2004, 3,911 RF schools nationwide met the criteria for inclusion in the sample frame.² Of these schools, we then selected 1,143 schools for recruitment into the study. A sample of 1,098 schools agreed to participate in the study. Most schools (1,033, or 94 percent) have all four target grades.

Exhibit A.1

Recruitment of Reading First Schools Based on October 2004 Data



Source: Data Collection Receipt Tracking File.

² The population of RF schools is based on a database maintained by Southwestern Educational Development Laboratory. Abt obtained this database in October 2004, in time to construct the sampling frames, then select and recruit the samples of RF schools. The complete population of RF schools at that time was 4,352; however, schools were removed from the frame for one of five reasons: 1) if they did not have three of the four target grades; 2) if they are in the RF Impact Study; 3) if they are private schools, both because the composition of the student body is qualitatively different (i.e., primarily self selected) than the composition of students in public schools, and because program operations in private schools are not held to the same policies as program operations in public schools; 4) if they are located in American Samoa; or 5) they were no longer RF schools.

After conducting the data collection, we used principals' survey responses to verify and correct, if necessary, the classification of RF schools as new or mature. Approximately 88 percent of these schools were correctly classified as new or mature. Most classification errors reflected inaccurate designations as mature; principals' survey responses showed that because their schools were in their first year of implementation, they should be classified as "new."

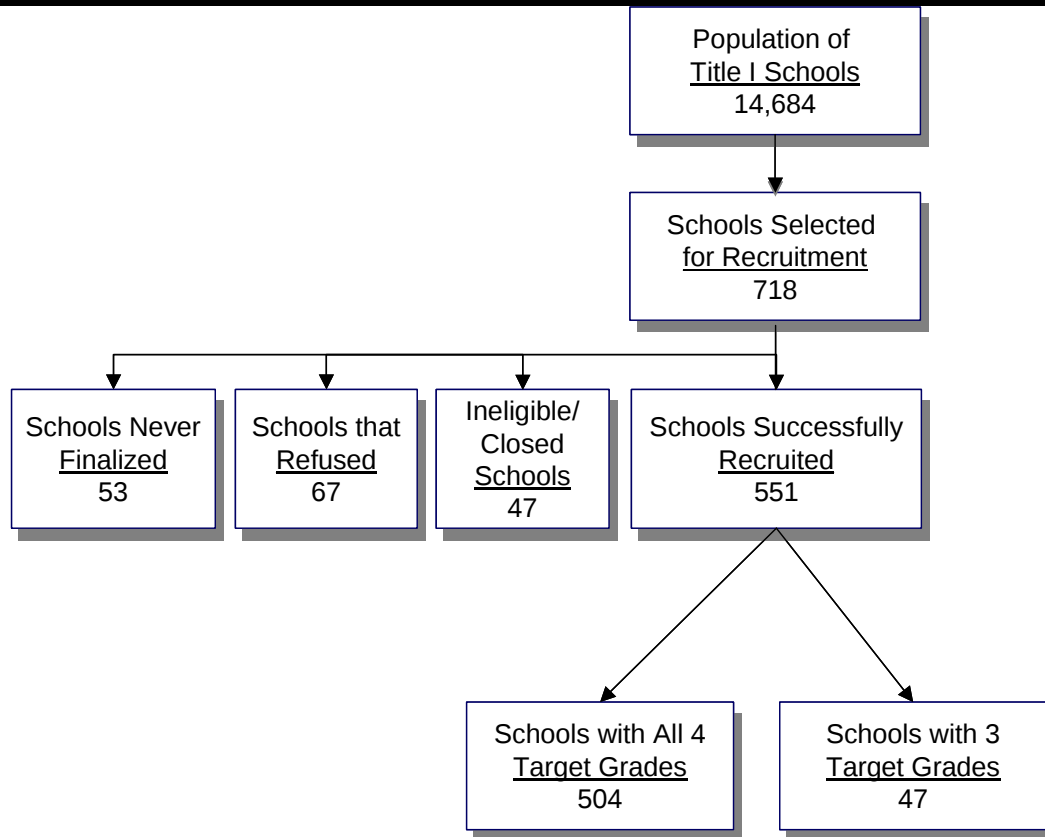
Title I Schools

We recruited a nationally representative sample of 551 non-Reading First Title I, SWP schools. To identify the appropriate population of Title I schools, we relied on the Common Core of Data (CCD)—a database that contains relevant demographic information on all schools nationwide. At the time we drew the sample, the CCD included data from the 2002–03 school year.

Exhibit A.2 summarizes the recruitment of the Title I school sample. A total of 14,684 Title I, SWP schools had at least three of the four target grades. We constructed the same 16 strata (geographic region by school size) used for the RF school sample, then sorted by state and urbanicity. For the purpose of selecting the Title I sample, we did not create a separate stratum for the BIA schools; rather, BIA schools were distributed across the 16 strata. We selected 718 Title I schools for potential recruitment into the study. A small percentage of schools were ineligible because they a) did not have at least three target grades, b) were closed, or c) were no longer Title I schools. About 9 percent, or 67 schools, refused to participate in the study. Additionally, 53 schools, despite repeated communication, never explicitly either refused or agreed to participate in the study. We successfully recruited 551 schools into the study; most (91 percent) have the four target grades.

Exhibit A.2

Recruitment of Title I Schools



Source: Data Collection Receipt Tracking File.

Data from new and mature RF schools allows us to answer the *descriptive* question about Reading First implementation in districts and schools. Data from mature RF schools and Title I schools allows us to compare the reading programs implemented in these groups of schools.

The Principal, Reading Coach, and Teacher Samples

We obtained complete teacher rosters (grades K–3) from each school successfully recruited into the study. Each school’s principal was included in the evaluation. Similarly, all reading coaches, typically one per school, were included in the evaluation sample.

To construct the teacher sample, we randomly selected one teacher in each of grades K–3. Some study schools have fewer than four teachers in the sample because the school only has three of the four target grades (i.e., a K–2 school), or because the school has only combined classrooms (i.e., K–1, 1–2, 2–3). Exhibit A.3 displays the teacher and reading coach samples for the 1,649 schools recruited into the study. In total, there are 6,466 teachers and 1,346

reading coaches in the sample of recruited schools. Almost all (99 percent) of the RF schools have a reading coach. Only half (52 percent) in the Title I schools designated someone as a reading coach.

Exhibit A.3

Principal, Reading Coach, and Teacher Samples

Potential Respondent Samples			
Type of Respondent	Reading First Schools	Title I Schools	Total
Teachers			
Kindergarten	1,081	542	1,623
1st grade	1,088	545	1,633
2nd grade	1,087	541	1,628
3rd grade	1,058	524	1,582
<i>Total teachers</i>	<i>4,314</i>	<i>2,152</i>	<i>6,466</i>
Reading coaches	1,060	286	1,346
Principals	1,098	551	1,649

Source: Data Collection Receipt Tracking File.

Response Rates. All but six RF schools and 10 Title I schools (1,092, and 541, respectively) returned at least one survey. Exhibit A.4 presents response rates at the school and individual respondent levels. About 88 percent of the schools returned completed surveys for all the selected respondents within their schools; another 8 percent of schools completed all but one of the surveys and only 17 schools, or 1 percent, were nonrespondents, returning no surveys. Response rates were slightly higher for Reading First schools compared to Title I schools; 97 percent of Reading First schools were either complete or missing only one survey, compared to 94 percent for Title I schools. It is important to note here, that Reading First schools are required, as part of their acceptance of a sub-grant to participate in a national evaluation. No corresponding requirement existed for the Title I schools.

The response rate across all types of respondents and all schools is 96 percent. Of 9,460 potential respondents, 9,076 individuals returned completed surveys. For teachers in Reading First schools response rates are approximately 96 percent across the four grade levels, compared to 94 percent in Title I schools.

Exhibit A.4**Survey Data Collection Response Rates for Reading First and Title I Schools,
2004–05 School Year**

	Total		Reading First		Title I	
	Response Rate		Response Rate		Response Rate	
	Number	Percent	Number	Percent	Number	Percent
Response Status						
Complete	1,441	88%	978	89%	463	84%
Almost complete	139	8	85	8	54	10
Partial	53	3	29	3	24	4
Nonrespondents	16	1	6	1	10	2
Total	1,649	100	1,098	100	551	100
Type of Respondent						
Principal	1,574	95%	1,057	96%	517	94%
Teacher—K	1,563	96	1,054	98	509	94
Teacher—1st	1,557	95	1,043	96	514	94
Teacher—2nd	1,559	96	1,048	96	511	94
Teacher—3rd	1,506	95	1,013	96	493	94
Reading coach	1,318	98	1,045	97	272	95
Total	9,076	96	6,260	97	2,816	94

Source: Data Collection Receipt Tracking File.

Sampling Weights

School-level Weights

The construction of the school weights is based on the complete recruitment sample of 1,861 schools (1,143 Reading First and 718 Title I schools). Based on the stratification described above, schools from each stratum were weighted to represent that stratum's population of schools and then adjusted for nonresponse and ineligibility. This school-level weight was constructed for the 1,633 schools (1,092 RF and 541 Title I) that returned at least one survey. The same method was used to construct weights for principals and for reading coaches. Because we have principal surveys from 1,574 rather than 1,633 schools, and reading coach surveys from 1,318 schools rather than 1,633 schools, these weights were adjusted for non-response at the principal and reading coach levels.

Teacher-level Weights

We constructed teacher weights for these analyses for two reasons. First, some questions on the teacher surveys ask about *classroom rather than school* activities, and because we have a national sample of classrooms in RF and Title I schools, we want to be able to generalize to this *classroom population*. Second, we have only 1 teacher respondent per grade per school; this teacher represents the population of teachers in that school at that grade. That population can vary substantially—from one teacher to 10 or 12 teachers. If we applied the school weights to teacher responses, all teachers' responses would have equal weight, regardless of the actual numbers of teachers at that grade level. For these reasons, we constructed a set of teacher weights that allow us to generate estimates for the population of RF and Title I teachers at each of the four target grades (K–3).

The teacher weights were constructed to represent the number of teachers in their school at their grade level. These weights were also adjusted to include teachers who teach multiple grades in their school. The “within-school” teacher weights are multiplied by the school-level weight in order to represent the population of teachers across all RF and Title I schools. For example, if a first grade teacher in our sample were in a school with three other first grade teachers, her ‘within-school’ weight would be four. If the school-level weight for this school were five, then teacher-level weight would be 20 (five * four). As shown in Exhibit A.5, the study sample of RF teachers represents over 65,000 teachers in the population of RF schools, and the Title I teacher sample represents 203,659 teachers.

Exhibit A.5

Weighted Estimates of the Population of Teachers in Reading First and Title I Schools, by Grade

Grade Level	Weighted Number of Teachers	
	Reading First	Title I
Kindergarten	15,780	49,453
1st grade	17,385	54,327
2nd grade	16,396	51,540
3rd grade	15,685	48,339
<i>Total</i>	<i>65,246</i>	<i>203,659</i>
Source: Abt Associates SAS Analytic datasets.		

Appendix B

Survey Instruments

Abt ID# // Barcode here....

OMB Number: 1875-0232
Expiration Date: 10/31/07

Reading First Implementation Study

Grade 1 Teacher Survey

The U.S. Department of Education's Policy and Program Studies Service has contracted with Abt Associates Inc. to conduct a national evaluation of K-3 reading instruction in Reading First and Title I schools. A sample of 1100 Reading First schools and a comparison group of 550 Title I schools, have been selected to participate in this study. The principal, reading coach, and a selected sample of K-3 teachers from each participating school are being asked to complete a survey. Participants will help inform the U.S. Department of Education, Congress, policymakers, practitioners, and researchers about how K-3 reading instruction is implemented in schools and what strategies teachers use to provide high-quality, evidence-based reading instruction in grades K-3.

Additional Information

The survey will take you approximately 30 minutes to complete. Although your participation in the survey is entirely voluntary, we strongly encourage you to participate. There are no job-related or other consequences for not participating. You may also choose to answer some questions on the survey and not others—although we urge you to complete as many questions as possible.

All responses to the survey will be kept confidential. All individual identifying information will be used only by persons on the research team. Information such as school location (state), participants' general job titles, grades they teach, and gender will be included in the study data files to be submitted to the Department of Education. However, participants' names will be stripped from all analysis data files and data files to be submitted to the Department of Education. We will not report any data about individual classrooms—all information will be reported at the grade and school levels. Neither your school nor your district will have access to any of the completed surveys at any time.

Please return your completed survey to Abt Associates in the enclosed stamped, pre-addressed mailing envelope. If you decline to participate, simply do not return the survey in the mail.

Thank you for your cooperation with this survey!

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0232. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: Policy and Program Studies Service, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202.

Instructions

Unless otherwise noted, your responses should reflect your experiences during the 2004-2005 school year in the school to which this survey was sent.

- Please complete all questions; each question includes directions for recording your answer.
- You are sometimes told to skip over some questions in the survey. When this happens, you will see an arrow with a note that tells you what question to answer like this:
 - ☐₁ Yes
 - ☐₂ No → Skip to E4
- If you have any questions about how to complete the survey, please call:
_____. This is a free call and will connect you with our expert interviewers who can assist you.

A. Your Background and Experience

A1. Including this year, how long have you been a teacher? If less than one year, please enter '1'

	Enter # of years below...
a. Total number of years as a teacher	_____ years
b. Number of years teaching in grades K-3	_____ years
c. Number of years teaching at this school	_____ years
d. Number of years teaching reading (either separately or as part of regular classroom instruction)	_____ years

A2. What grade(s) are you currently teaching? (Check all that apply)

- ☐₁ Kindergarten
- ☐₂ First grade
- ☐₃ Second grade
- ☐₄ Third grade
- ☐₉₅ Other (Please specify): _____

A3. Describe your certification status. Which of the following describes the teaching certificate you currently hold in this state? (Check one)

- ☐₁ Regular or standard state certificate or advanced professional certificate
- ☐₂ Probationary certificate (issued after satisfying all requirements except the completion of a probationary period).
- ☐₃ Provisional or other type of certificate given to persons who are still participating in what the state calls an "alternative certification program."
- ☐₄ Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained).
- ☐₅ Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).
- ☐₆ I do not have any of the above certifications in this state. → Skip to A4

A3a. If certified, identify the area(s): (Check all that apply)

- ☐₁ Elementary education
- ☐₂ Early childhood education
- ☐₃ Reading
- ☐₄ Special education
- ☐₅ Bilingual / ESOL/ESL education
- ☐₉₅ Other (Please specify): _____

A4. What is the highest degree you have obtained as of December 2004? (Please check one)

☐ ₁ Bachelors

☐ ₂ Bachelors + additional courses

☐ ₃ Masters

☐ ₄ Masters + additional courses

☐ ₅ Doctorate

☐ ₉₅ Other (Please specify): _____

A5. How well do you feel your **pre-service teacher training** prepared you to teach each of the following dimensions of reading?

Pre-service teacher training refers to training you received before you became certified and began teaching. For those who began their teacher career through an alternative certification or emergency certification program, and began teaching before they were certified, pre-service teacher training refers to the training you received to become fully certified.

Please choose a '1' if you were 'not at all prepared' to teach the dimension and a '5' if you were 'extremely well prepared.'

	Check only one box for each item...				
	Not at all prepared		Somewhat well prepared		Extremely well prepared
a. Phonemic awareness	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Decoding	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Vocabulary	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Comprehension	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. Fluency building	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

B. Characteristics of Your Students

In answering the remainder of the survey, include ALL of the students to whom you teach reading, whether you teach reading on your own in a self-contained classroom, to a group that includes students from other classes, or to more than one group of students.

	Enter # below ...
B1. What is the <u>total number</u> of students to whom you currently teach reading?	# _____
B2. How many <u>groups</u> do these students represent? For example, if you teach all of these students during a single reading block you should consider them one group. If you teach some students in one reading block, and the rest of the students in another reading block, you should consider them two groups.	# _____
B3. How many of these students are <u>English Language Learners</u> (ELLs), also referred to as Limited English Proficient (LEP) or English for Speakers of Other Languages (ESOL) students? (e.g., Spanish, Portuguese)	# _____
	Enter # below ...
B4. Number of <u>ELL students</u> whose home language is Spanish.	# _____
B5. How many of your reading students are also <u>special education students</u> with IEP's who receive special education services in reading?	# _____
B6. How many of your reading students receive <u>intervention services</u> in reading from you or another teacher or tutor? Reading Intervention is a program designed for struggling readers to be used only with struggling readers in addition to the core-reading program.	# _____
B7. How many of your students are reading <u>at or above</u> the approximate <u>level expected</u> for their grade?	# _____

C. Instruction and Assessment in Reading

- C1. **Last week**, approximately how many minutes per day did you devote to reading instruction? Include only reading instruction and not other language arts such as writing, spelling. Fill in the chart for each day last week with your best estimate of the number of minutes...

Monday	Tuesday	Wednesday	Thursday	Friday
# _____ min. / day	# _____ min. / day	# _____ min. / day	# _____ min. / day	# _____ min. / day

- C2. Has the average number of minutes you spend each day this year teaching reading increased, remained the same, or decreased from last year (2003-2004)? (Please check one)

☐ ₁ I did not teach reading last year

☐ ₂ Decreased

☐ ₃ Remained the same

☐ ₄ Increased

- C3. How often **during this school year** is time regularly scheduled and formally set aside during the school day for Grade 1 teachers to:

	Check only one box for each item ...					
	Not at all	1-4 times	5-8 times	Once a month	Once a week or more	Occurs only informally, as needed
a. Collaborate on reading lesson planning and instruction.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
b. Observe reading instruction in other classrooms.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
c. Use assessment data to plan instruction.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
d. Participate in coaching with or be coached about reading by other teachers.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
e. Be coached about my reading instruction by a reading coach (see below).	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
f. Coordinate reading interventions for struggling readers with special education staff.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
g. Coordinate reading interventions for struggling readers with ELL staff.	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
 (Check if no ELLs)	☐ ₁					

NOTE: A **reading coach** is a staff member whose primary role is to **provide ongoing training and support to classroom teachers** in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.

C4. Please describe your use of the following reading instructional activities **this year**.

- **Check column A ONLY** if the instructional activity is one that you use frequently when you teach reading or one on which you rely heavily in your reading instruction.
- **Check column B** if you use the instructional activity, but it is a small part of your teaching, and not one you use frequently. It might be an activity that you use if there is time, but it is not one on which you rely heavily for your reading instruction.
- **Check column C** if the activity is not one you use in your reading instruction.

		Check only one box for each item...		
		A <u>Central</u> to my reading instruction	B <u>Small</u> part of my reading instruction	C <u>Not</u> Part of my reading instruction
Reading text	a. I provide feedback on errors as students read orally.	☐ ₁	☐ ₂	☐ ₃
	b. Students read texts that are easy to decode.	☐ ₁	☐ ₂	☐ ₃
	c. Students read silently.	☐ ₁	☐ ₂	☐ ₃
	d. Students reread familiar stories.	☐ ₁	☐ ₂	☐ ₃
	e. Students select books from the library for independent reading.	☐ ₁	☐ ₂	☐ ₃
	f. I develop language experience stories with my class.	☐ ₁	☐ ₂	☐ ₃
Reading text	g. Pairs of students read aloud together.	☐ ₁	☐ ₂	☐ ₃
	h. Students read aloud with expression and proper phrasing.	☐ ₁	☐ ₂	☐ ₃
	i. Students reread to find facts to answer questions.	☐ ₁	☐ ₂	☐ ₃
	j. Class creates story maps.	☐ ₁	☐ ₂	☐ ₃
	k. I listen to students read aloud without correcting errors.	☐ ₁	☐ ₂	☐ ₃
Work with sounds and words	l. Students isolate sounds in words that I say.	☐ ₁	☐ ₂	☐ ₃
	m. Students practice naming letters.	☐ ₁	☐ ₂	☐ ₃
	n. Students blend phonemes to form words.	☐ ₁	☐ ₂	☐ ₃
	o. Students practice reading high frequency words for automaticity.	☐ ₁	☐ ₂	☐ ₃
	p. Students use knowledge of root words, prefixes, and suffixes to decode new words.	☐ ₁	☐ ₂	☐ ₃
	q. I stop students while reading and have them self-correct misidentified words.	☐ ₁	☐ ₂	☐ ₃
	r. Students use pictures to identify unknown words.	☐ ₁	☐ ₂	☐ ₃
	s. I teach decoding skills while reading stories.	☐ ₁	☐ ₂	☐ ₃
	t. Students practice writing words as separate syllables.	☐ ₁	☐ ₂	☐ ₃
	u. I teach decoding skills with word families.	☐ ₁	☐ ₂	☐ ₃

- C4. CONTINUED. Please describe your use of the following reading instructional activities **this year**.
- **Check column A ONLY** if the instructional activity is one that you use frequently when you teach reading or one on which you rely heavily in your reading instruction.
 - **Check column B** if you use the instructional activity, but it is a small part of your teaching, and not one you use frequently. It might be an activity that you use if there is time, but it is not one on which you rely heavily for your reading instruction.
 - **Check column C** if the activity is not one you use in your reading instruction.

		Check only one box for each item...		
		A <u>Central to</u> my reading instruction	B <u>Small part of</u> my reading instruction	C <u>Not Part of my</u> reading instruction
Other Techniques	v. I engage students in rhyming games and songs.	☐ ₁	☐ ₂	☐ ₃
	w. Students retell stories in sequence and identify characters and main events.	☐ ₁	☐ ₂	☐ ₃
	x. I read stories aloud to students.	☐ ₁	☐ ₂	☐ ₃
	y. Students write stories using invented spelling.	☐ ₁	☐ ₂	☐ ₃
	z. I discuss new and unusual words before reading.	☐ ₁	☐ ₂	☐ ₃
	aa. Students write vocabulary words in sentences.	☐ ₁	☐ ₂	☐ ₃
	bb. Students read stories they have written to others.	☐ ₁	☐ ₂	☐ ₃
Other Skills	cc. Students make predictions while reading stories.	☐ ₁	☐ ₂	☐ ₃
	dd. Students use dictionaries to find word meanings.	☐ ₁	☐ ₂	☐ ₃
	ee. Students are given time to read on their own for enjoyment.	☐ ₁	☐ ₂	☐ ₃
	ff. Students develop questions about text material.	☐ ₁	☐ ₂	☐ ₃
	gg. Students act out story as a play.	☐ ₁	☐ ₂	☐ ₃

- C5. Have you eliminated any activities in the above lists that you did last year? If so, which ones have you eliminated?

(Please identify by letter)

C6. Please describe your use of the following teaching strategies and materials **this year**.

- **Check column A ONLY** if the item is one that you use frequently or one on which you rely heavily in your reading instruction.
- **Check column B** if you use the item, but it is a small part of your teaching, and not one you use frequently. It may be an approach you use if there is time, but it is not one on which you rely heavily.
- **Check column C** if the item is not one you use in your reading instruction.

		Check only one box for each item...		
		A <u>Central to</u> my reading instruction	B <u>Small</u> part of my reading instruction	C <u>Not</u> Part of my reading instruction
Instruction	a. Provide time in reading block for skill practice on own.	☐ ₁	☐ ₂	☐ ₃
	b. Provide materials for at-home practice of skills introduced in class.	☐ ₁	☐ ₂	☐ ₃
	c. Provide extra reading instructional time for struggling students.	☐ ₁	☐ ₂	☐ ₃
	d. Include writing opportunities in reading instruction.	☐ ₁	☐ ₂	☐ ₃
	e. Build spelling practice into reading instruction.	☐ ₁	☐ ₂	☐ ₃
	f. Develop reading skills through science and social studies.	☐ ₁	☐ ₂	☐ ₃
Grouping	g. Teach whole class reading lessons.	☐ ₁	☐ ₂	☐ ₃
	h. Work one-to-one with students on reading.	☐ ₁	☐ ₂	☐ ₃
	i. Work with small groups of students.	☐ ₁	☐ ₂	☐ ₃
	j. Group students based on skill levels.	☐ ₁	☐ ₂	☐ ₃
	k. Group students based on mixed abilities (cooperative groups).	☐ ₁	☐ ₂	☐ ₃
	l. Pair strong readers with those with weaker skills.	☐ ₁	☐ ₂	☐ ₃
Reading materials	m. Use core reading series.	☐ ₁	☐ ₂	☐ ₃
	n. Use supplementary reading materials.	☐ ₁	☐ ₂	☐ ₃
	o. Use children's trade books.	☐ ₁	☐ ₂	☐ ₃
	p. Use books that are easy to decode.	☐ ₁	☐ ₂	☐ ₃
	q. Use books with patterned predictable language.	☐ ₁	☐ ₂	☐ ₃
	r. Use separate intervention materials for some students.	☐ ₁	☐ ₂	☐ ₃
	s. Use reading software/technology.	☐ ₁	☐ ₂	☐ ₃
	t. Use teacher-made materials.	☐ ₁	☐ ₂	☐ ₃
Assessments	u. Use test results to organize instructional groups.	☐ ₁	☐ ₂	☐ ₃
	v. Use informal reading inventories.	☐ ₁	☐ ₂	☐ ₃
	w. Use tests to determine progress on skills.	☐ ₁	☐ ₂	☐ ₃
	x. Use tests to determine who can benefit from the core reading series.	☐ ₁	☐ ₂	☐ ₃
	y. Use diagnostic tests to identify students who need reading intervention services.	☐ ₁	☐ ₂	☐ ₃
	z. Use screening tests to identify students who need a supplementary reading program.	☐ ₁	☐ ₂	☐ ₃
	aa. Conduct miscue analysis, analyzing errors students make while reading aloud.	☐ ₁	☐ ₂	☐ ₃

C7. Which specific formal or informal assessment(s) do you find most useful for the following purposes?

	List below up to three names of assessments for each purpose...		
	Assessment 1	Assessment 2	Assessment 3
a. Placement and/or grouping students	1 _____	2 _____	3 _____
b. Determining student mastery of skills	1 _____	2 _____	3 _____
c. Identifying the core deficits of struggling students	1 _____	2 _____	3 _____

C8. What materials are used with English Language Learners (ELLs) to whom you teach reading?
(Check all that apply)

- ☐₁ Do not teach ELLs →Skip to C9
- ☐₂ Core reading program materials in the native language of the ELL
- ☐₃ ELL students use the same materials as other students
- ☐₄ Core reading program materials, plus supplementary/intervention resources written in the ELL's native language
- ☐₅ Core reading program materials, plus supplementary/intervention resources written in English especially for ELLs
- ☐₆ Alternative core reading program materials in English geared toward the instructional level of the ELL
- ☐₉₅ Other (Please specify): _____

C9. What additional supports have students who are struggling readers received **in the last month**?
Check whether or not your students who are struggling readers received each of the supports during the past month.

Supports for Struggling Readers	Check only one box for each item...	
	Received	Did not receive
a. Diagnostic assessment to determine core deficits.	☐ ₁	☐ ₂
b. Extra practice in the classroom with phonemic awareness.	☐ ₁	☐ ₂
c. Extra practice in the classroom with decoding.	☐ ₁	☐ ₂
d. Extra practice in the classroom with fluency.	☐ ₁	☐ ₂
e. Extra practice in the classroom with comprehension.	☐ ₁	☐ ₂
f. Extra instructional time.	☐ ₁	☐ ₂
g. Placement in materials that supplement the core reading program.	☐ ₁	☐ ₂
h. Placement in different level of core reading program.	☐ ₁	☐ ₂
i. Placement in separate core reading program.	☐ ₁	☐ ₂
j. Placement in special intervention program.	☐ ₁	☐ ₂

- C9. CONTINUED. Additional supports have students who are struggling readers received **in the last month**? Check whether or not your students who are struggling readers received each of the supports during the past month.

Supports for Struggling Readers	Check only one box for each item ...	
	Received	Did not receive
k. Work with tutor on one-to-one basis	☐ ₁	☐ ₂
l. Work with reading specialist on one-to-one basis	☐ ₁	☐ ₂
m. Work with reading specialist in small group.	☐ ₁	☐ ₂
n. Work with more advanced peer.	☐ ₁	☐ ₂
o. Special materials for parents to provide practice.	☐ ₁	☐ ₂

- C10. What additional supports have students who are struggling readers received **in the last month**? Check whether or not your students who are struggling readers received each of the supports during the past month.

Supports for Struggling Readers	Check only one box for each item ...		
	Received	Did not receive	N/A, no ELL's
a. If English language learner(s), English as a Second Language instruction.	☐ ₁	☐ ₂	☐ ₈
b. If English language learner(s), provide reading instruction in home language.	☐ ₁	☐ ₂	☐ ₈
c. If English language learner(s), in classroom help in reading from ELL teacher.	☐ ₁	☐ ₂	☐ ₈

D. Professional Development in Reading for K-3 Teachers

- D1. During the current school year, including summer 2004, in how many of each of the following types of professional development activities **in reading** have you participated? Please count each activity only once. What is the total number of hours you spent in these activities?

First, write in the number of activities of each type in which you have been engaged. Then, write the total number of hours you spent in these activities. Mark 0 if you participated in none.

	Enter # below...	
	# of Different workshops	Total hours
a. Attended short, stand-alone training or workshop in reading (half-day or less)	# _____	# _____
b. Attended longer institute or workshop in reading (more than half-day)	# _____	# _____
c. Attended a college course in reading (include any courses you are currently attending)	# _____	# _____
d. Attended a college course in reading (include any courses you are currently attending)	# _____	# _____
e. Attended a conference about reading (might include multiple short offerings)	# _____	# _____

- D2. Below is a list of professional development activities that are often used to provide ongoing, direct support to teachers for teaching reading.
- In the first column, please indicate whether you have received any of the following types of assistance/support for teaching during the current school year, including summer 2004?
 - If you did not receive that type of support, please indicate whether the support was available, but you did not receive it (column 2), or if it was not available at your school (column 3).

	Check only one box for each item ...		
	Types of assistance I received this year	Available, but I did not receive	Not available at my school
a. Coaching or mentoring by reading coach in programs, materials, or strategies.	☐ ₁	☐ ₂	☐ ₃
b. Coaching or mentoring from fellow teacher.	☐ ₁	☐ ₂	☐ ₃
c. Peer study group or collegial circle for group study.	☐ ₁	☐ ₂	☐ ₃
d. Demonstrations in my classroom.	☐ ₁	☐ ₂	☐ ₃
e. Observations of other teachers.	☐ ₁	☐ ₂	☐ ₃
f. Diagnostic testing help from a reading coach or specialist for individual students.	☐ ₁	☐ ₂	☐ ₃
g. Intervention service help from a reading coach or specialist for individual students.	☐ ₁	☐ ₂	☐ ₃
h. Interpretation of assessment data.	☐ ₁	☐ ₂	☐ ₃
i. Grade level meetings devoted to reading.	☐ ₁	☐ ₂	☐ ₃
j. Using assessment data to determine topics that require additional instruction or practice.	☐ ₁	☐ ₂	☐ ₃

- D3. During the current school year, including summer 2004, **approximately** how many of the **reading professional development activities** for **K-3 teachers**? Please choose the category that most closely describes your professional development.

	Check only one box for each item...				
	None	One-Quarter	One-Half	Three-Quarters	All
a. require teachers to attend?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. were also attended by the principal?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. provide teachers options among which to choose?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. provide a stipend?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. provide follow-up activities?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
f. include release time for participating teachers?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
g. offer graduate college credits?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
h. are held in a convenient location (e.g., activities held at school)?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
i. use a team-based approach (joint training of people who work together)?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
j. are given by trainers or facilitators who have a well-established reputation?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

D4. Below is a list of topics that are often covered in professional development activities designed to provide teachers with new information about the **content of reading instruction**.

- In column A, identify the topics that were addressed in professional development activities in which you participated **during the current school year, including summer 2004**.
- In column B, please identify 5 topics in which you would like more professional development, whether or not this school's professional development activities have covered these topics.
- Please check all that apply in column A, and 5 choices in column B.

Professional development is defined as any activity in which a teacher has learned about reading or reading instruction. This includes school-based workshops, meetings with reading coaches, and meetings with a study group of other teachers.

		CHECK ALL THAT APPLY	INDICATE NO MORE THAN 5 TOPICS
		A. Topics addressed in professional development	B. Topics in which I'd like more professional development
Phonemic Awareness	a. Building phonological awareness, e.g. rhymes, dividing spoken language into sentences, words, syllables	☐ ₁	☐ ₂
	b. Identifying, adding, deleting sounds in spoken words	☐ ₃	☐ ₄
	c. Blending phonemes to form words	☐ ₁	☐ ₂
Decoding	d. Teaching letter-sound correspondence	☐ ₃	☐ ₄
	e. Teaching letter patterns (blends, digraphs, diphthongs)	☐ ₁	☐ ₂
	f. Using syllable patterns to read words	☐ ₃	☐ ₄
	g. Teaching component parts: roots, prefixes, suffixes	☐ ₁	☐ ₂
Vocabulary	h. Teaching use of dictionary, thesaurus	☐ ₃	☐ ₄
	i. Direct teaching of vocabulary words and their meaning	☐ ₁	☐ ₂
	j. Antonyms and synonyms	☐ ₃	☐ ₄
Fluency	k. Teaching sight words	☐ ₁	☐ ₂
	l. Guided oral reading	☐ ₃	☐ ₄
	m. Encouraging expression while reading	☐ ₁	☐ ₂
Comprehension	n. Setting motivation/asking prediction/preview questions	☐ ₃	☐ ₄
	o. Constructing information about character, setting, and main events	☐ ₁	☐ ₂
	p. Summarizing main ideas in narrative and informational text	☐ ₃	☐ ₄
	q. Self-monitoring strategies	☐ ₁	☐ ₂
	r. Asking questions at different levels (literal, inferential)	☐ ₃	☐ ₄
	s. Strategies for organizing text structure, e.g. story maps	☐ ₁	☐ ₂
Other	t. Other topic in the dimensions of reading. (Please specify:) _____	☐ ₃	☐ ₄

D5. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about **teaching strategies used during reading instruction**.

- In column A, identify the topics that were addressed in professional development activities in which you participated **during the current school year, including summer 2004**.
- Then, in column B, please identify 5 topics in which you would like more professional development, whether or not this school's professional development activities have covered these topics.
- Please check all that apply in column A, and 5 choices in column B.

Topic		CHECK ALL THAT APPLY	INDICATE NO MORE THAN 5 TOPICS
		A. Topics addressed in professional development.	B. Topics in which I'd like more professional development
Teaching Strategies	a. How to use the core reading program	☐ ₁	☐ ₂
	b. How to use children's literature to teach reading	☐ ₃	☐ ₄
	c. How to use reading research to guide content of instruction	☐ ₁	☐ ₂
	d. How the core reading program incorporates research principles	☐ ₃	☐ ₄
	e. How to use the supplemental reading program(s)	☐ ₁	☐ ₂
	f. How to integrate reading and writing instruction	☐ ₃	☐ ₄
	g. Strategies for teaching reading to ELLs	☐ ₁	☐ ₂
Grouping	h. Learning styles	☐ ₃	☐ ₄
	i. How to organize small group instruction	☐ ₁	☐ ₂
Assessment	j. How to diagnose reading problems	☐ ₃	☐ ₄
	k. How to administer assessments	☐ ₁	☐ ₂
	l. How to interpret and use assessment data to guide instruction	☐ ₃	☐ ₄
Struggling Readers	m. How to help struggling readers with decoding	☐ ₁	☐ ₂
	n. How to help struggling readers with vocabulary	☐ ₃	☐ ₄
	o. How to help struggling readers with comprehension	☐ ₁	☐ ₂
	p. How to motivate readers	☐ ₃	☐ ₄
	q. Strategies for teaching reading to students with diagnosed learning disabilities	☐ ₁	☐ ₂
Organization/ planning	r. How to use state/district content standards for curriculum planning and teaching	☐ ₃	☐ ₄
	s. How to align reading curriculum and instruction with state/district assessments	☐ ₁	☐ ₂
	t. How to work with parents	☐ ₃	☐ ₄
	u. Classroom management	☐ ₁	☐ ₂
	v. Other (Please specify): _____	☐ ₃	☐ ₄

- D6. How well do you feel the professional development activities in which you participated during the current school year (including summer, 2004) prepared you to teach each of the following dimensions of reading? Please choose a ‘1’ if you were ‘not at all prepared’ to teach the dimension and a ‘5’ if you were ‘extremely well prepared.’**

	Check only one box for each item ...				
	Not at all prepared		Somewhat well prepared		Extremely well prepared
a. Phonemic awareness	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Decoding	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Vocabulary	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Comprehension	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. Fluency building	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

E1. Support for Teaching Reading

- E1. Who provides you with feedback about your teaching of reading? (Check all that apply.)

- ☐₁ Principal
- ☐₂ Assistant Principal
- ☐₃ School reading coach (staff member whose primary role is to **provide ongoing training and support to teachers** in the delivery of effective reading instruction)
- ☐₄ Peer coach
- ☐₅ Mentor teacher
- ☐₆ District reading coach
- ☐₇ External reading coach (e.g., university, regional, or state professional development or technical assistance provider)
- ☐₈ Students in my class
- ☐₉ No one provides feedback
- ☐₉₅ Other (Please specify): _____

- E2. Is there a school-based reading coach at your school?

- ☐₁ Yes
- ☐₂ No

- E3. What responsibilities does your principal or your reading coach have in the reading program?
(Check all that apply.)

	Check all that apply for each item ...			
	Principal's responsibility	Reading Coach responsibility	Other person's responsibility	Don't Know
a. Selects core reading materials	☐ ₁	☐ ₂	☐ ₃	☐ ₈
b. Selects supplemental reading materials (for use with the whole class)	☐ ₁	☐ ₂	☐ ₃	☐ ₈
c. Selects intervention materials (for use with struggling readers)	☐ ₁	☐ ₂	☐ ₃	☐ ₈
d. Selects reading assessment instruments	☐ ₁	☐ ₂	☐ ₃	☐ ₈
e. Monitors implementation of the reading program	☐ ₁	☐ ₂	☐ ₃	☐ ₈
f. Models effective reading instructional strategies in classroom (demonstration lessons)	☐ ₁	☐ ₂	☐ ₃	☐ ₈
g. Provides feedback to teachers about reading instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₈
h. Reviews individual students' progress in reading	☐ ₁	☐ ₂	☐ ₃	☐ ₈
i. Assists teachers in using reading assessment data to make instructional decisions	☐ ₁	☐ ₂	☐ ₃	☐ ₈
j. Leads grade level team meetings for reading	☐ ₁	☐ ₂	☐ ₃	☐ ₈
k. Reviews teachers' reading lesson plans	☐ ₁	☐ ₂	☐ ₃	☐ ₈

- E4. The next set of statements is about your reading program. Please indicate the extent to which you agree or disagree with each statement.

	Check only one box for each item ...			
	Strongly Agree	Agree	Disagree	Strongly Disagree
a. I feel I need to make changes in the methods I use to teach children to read.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
b. Other faculty/staff members have helped me to understand the difficulties that some children have in learning to read.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
c. I have benefited from opportunities to learn more about methods for teaching reading.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
d. The children in my class are making satisfactory progress in learning to read.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
e. I do not have sufficient materials to teach reading effectively.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
f. I do not understand why some children learn to read easily while other children struggle to learn basic reading skills.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
g. The reading coach supports my efforts to teach reading effectively.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
h. I have a good understanding of how children acquire language and literacy skills.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
i. I wish I had more opportunities to discuss how to teach reading with other teachers.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

E4. CONTINUED. The next set of statements is about your reading program. Please indicate the extent to which you agree or disagree with each statement.

	Check only one box for each item ...			
	Strongly Agree	Agree	Disagree	Strongly Disagree
j. I know the current reading skill levels of all my students.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
k. I know how to assess the progress of my students in reading.	☐ ₁	☐ ₂	☐ ₃	☐ ₄
l. I have changed my methods of teaching reading as a result of professional development in reading.	☐ ₁	☐ ₂	☐ ₃	☐ ₄

E5. If there is anything else that you would like to tell us, please do so.

Thank you for taking the time to answer these questions. We appreciate your willingness to describe your reading program. Please return your survey in the enclosed envelope to:

Brenda Rodriguez, Senior Survey Director
 RF Implementation Study
Abt Associates Inc.
 55 Wheeler Street
 Cambridge, MA 02138

This is a placeholder for your back cover of the booklet – it should be blank!

Reading First Implementation Study

Principal Survey

The U.S. Department of Education's Policy and Program Studies Service has contracted with Abt Associates Inc. to conduct a national evaluation of K-3 reading instruction in Reading First and Title I schools. A sample of 1100 Reading First schools and a comparison group of 550 Title I schools, have been selected to participate in this study. The principal, reading coach, and a selected sample of K-3 teachers from each participating school are being asked to complete a survey. Participants will help inform the U.S. Department of Education, Congress, policymakers, practitioners, and researchers about how K-3 reading instruction is implemented in schools and what strategies teachers use to provide high-quality, evidence-based reading instruction in grades K-3.

Additional Information

The survey will take you approximately 30 minutes to complete. Although your participation in the survey is entirely voluntary, we strongly encourage you to participate. There are no job-related or other consequences for not participating. You may also choose to answer some questions on the survey and not others—although we urge you to complete as many questions as possible.

All responses to the survey will be kept confidential. All individual identifying information will be used only by persons on the research team. Information such as school location (state), participants' general job titles, grades they teach, and gender will be included in the study data files to be submitted to the Department of Education. However, participants' names will be stripped from all analysis data files and data files to be submitted to the Department of Education. We will not report any data about individual classrooms—all information will be reported at the grade and school levels. Neither your school nor your district will have access to any of the completed surveys at any time.

Please return your completed survey to Abt Associates in the enclosed stamped, pre-addressed mailing envelope. If you decline to participate, simply do not return the survey in the mail.

Thank you for your cooperation with this survey!

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0232. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instruction, search existing data resources, and gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: Policy and Program Studies Service, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202.

Instructions

Unless otherwise noted, your responses should reflect your experiences during the 2004-2005 school year in the school to which this survey was sent.

- Please complete all questions; each question includes directions for recording your answer.
- You are sometimes told to skip over some questions in the survey. When this happens, you will see an arrow with a note that tells you what question to answer like this:
 - ☐₁ Yes
 - ☐₂ No → Skip to E4
- If you have any questions about how to complete the survey, please call:
_____. This is a free call and will connect you with our expert interviewers who can assist you.

Background Information on You and Your School

A1. Including this year, how many years have you been at this school in this position? (If less than one year, please enter '1')	_____ Years
A2. Including this year, what is the total number of years you have served as a principal? (If less than one year, please enter '1')	_____ Years
A3. Please provide the following information about students in your school for the current year (2004-2005):	
a. Total number of students currently enrolled	_____ Students
b. Percentage of students who were new to the school at the beginning of this year, including both incoming and continuing kindergarten students (but excluding pre-K students)	_____ %
c. Percentage of students who have left the school at any point during the year, including the summers between school years, excluding those who have left having completed the highest grade available at your school (i.e., mobility rate)	_____ %
d. Average attendance rate	_____ %
e. Percentage of students in your school who are English Language Learners (ELL)	_____ %
A4. Please indicate the number of children currently enrolled in Grades K-3 in your school:	
a. Kindergarten	_____ Students
b. First grade	_____ Students
c. Second grade	_____ Students
d. Third grade	_____ Students

A5. Compared to 5 years ago, has student enrollment in your school increased, decreased, or remained stable?

- ☐₁ Decreased
☐₂ Remained stable
☐₃ Increased
☐₄ Not applicable (school is new)

A6. Please indicate the approximate percentage of students in each grade who:

	Enter % below for each grade level ...			
In 2004-2005, the percentage of students who...	K	1	2	3
a. participate in interventions for struggling readers	_____ %	_____ %	_____ %	_____ %
b. receive special education services	_____ %	_____ %	_____ %	_____ %
c. receive ESL instruction	_____ %	_____ %	_____ %	_____ %
d. receive reading instruction in a language other than English	_____ %	_____ %	_____ %	_____ %
e. read at or above grade level	_____ %	_____ %	_____ %	_____ %

A7. On what information did you primarily base your estimate for question 6e?

(Please check only one)

- ☐₁ report cards
- ☐₂ teacher estimates
- ☐₃ placement in core reading series
- ☐₄ state tests
- ☐₅ other tests
- ☐₆ informal inventories
- ☐₇ Other (Please specify): _____

A8. How many **classroom teachers** are assigned to **grades K-3** this year (2004-05)? Please include regular education classes only.

Grade Level	Enter # of classroom teachers below...
K	# _____
1	# _____
2	# _____
3	# _____
Other K-3 teachers (e.g., combination classrooms):	# _____

A9. How many **special education teachers** are assigned to students in grades K-3?

_____ teachers

A10. Please indicate the number of classroom teachers for grades K-3 who are:

	Insert # below ...
a. Veteran teachers with more than ten years of teaching experience	# _____
b. Experienced teachers with four to ten years of teaching experience	# _____
c. New teachers with one to three years of teaching experience	# _____
d. Total	# _____

A11. Please indicate the number of classroom teachers for grades K-3 who are:

	Insert # below ...
a. Certified teachers with elementary, reading, early childhood, or other related state certification	# _____
b. Teachers with probationary, provisional, or other temporary teaching certification (includes all teachers working towards full certification)	# _____
c. Emergency teachers without teaching certification	# _____
d. Total K-3 teachers	# _____

- A12. Please indicate the number of classroom teachers for grades K-3 who are considered **highly qualified**.
Highly qualified teachers have full state certification, at least a bachelor's degree, **and** proven knowledge in the subject that they teach.

Number of K-3 teachers who are highly qualified # _____

- A13. How many of each type of **reading** support personnel does your school have **for grades K-3**?

Type	Insert # below ...
a. Certified non-classroom teachers, including special education teachers, Title I teachers, and reading coaches or specialists	# _____
b. Instructional aides or assistants (during school day)	# _____
c. Tutors (before or after school)	# _____

- A14. How many certified staff positions has your school added **this year** (such as a reading coach) to support reading instruction in Grades K-3? If no positions were added, write 0.

Number of staff positions added: # _____

- A15. If your school has a **reading coach**, from what funding source(s) is that person supported? (Check all that apply.)

Reading coach is a staff member whose primary role is to **provide ongoing training and support to classroom teachers** in the delivery of effective reading instruction. This assistance may include planning instruction, providing demonstration lessons, observing and providing feedback, using assessment results to guide instruction, etc.

- ☐ ₁ Do not have a reading coach
☐ ₂ Title I
☐ ₃ Reading First
☐ ₄ State/local funds
☐ ₅ Other (Please specify): _____

- A16. Did your school make “adequate yearly progress” in reading/language arts on the basis of 2003-04 test scores, according to NCLB accountability provisions? (Please check only one)

“Adequate yearly progress” (AYP) is the amount of yearly improvement each school is expected to make. Each state is responsible for defining AYP and for determining the methods used to measure AYP.

- ☐ ₁ Yes
☐ ₂ No
☐ ₈ Not sure/don't know

B. Resources and Support for Your School's Reading Program

B1. What **sources of funding** are being or have been used to support your school's reading program this year (2004–2005)? (Check all that apply)

- ☐ ₁ District general funds
- ☐ ₂ State funds for reading programs
- ☐ ₃ State textbook funds
- ☐ ₄ Title I
- ☐ ₅ Title II (Professional development to improve teacher quality)
- ☐ ₆ Title III (Professional development for ELL teachers)
- ☐ ₇ Comprehensive School Reform
- ☐ ₈ 21st Century Community Learning Centers
- ☐ ₉ Reading First
- ☐ ₁₀ Professional development funds
- ☐ ₁₁ Private grants
- ☐ ₉₅ Other (*Please specify*): _____

	Enter Answer Below...
B2. When did your school first receive funding from Reading First?	____/____(month/year)
B3. What is the expected duration of your Reading First grant?	_____ years
B4. When did your school first begin Reading First professional development activities?	____/____(month/year)
B5. When did your school first begin implementation of Reading First instructional activities in the classroom?	____/____(month/year)
B6. What is the amount of the Reading First grant for your school this year (2004–05)?	\$ _____,000

- B7. Beyond financial support, has your school received external assistance this year (from district, state, publisher, university expert, etc.) implementing any of the following K-3 reading program activities?

	Check one box for each item...	
	YES	NO
a. Selecting instructional programs/materials	☐ ₁	☐ ₂
b. Selecting assessment instruments	☐ ₁	☐ ₂
c. Selecting professional development providers	☐ ₁	☐ ₂
d. Conducting classroom observation	☐ ₁	☐ ₂
e. Conducting demonstration lessons	☐ ₁	☐ ₂
f. Interpreting assessment results	☐ ₁	☐ ₂
g. Recruiting staff with reading expertise, e.g. teachers, coaches	☐ ₁	☐ ₂
h. Setting up intervention programs for struggling readers	☐ ₁	☐ ₂
i. Planning professional development	☐ ₁	☐ ₂
j. Providing technical assistance in implementing core reading program	☐ ₁	☐ ₂
k. Providing technical assistance for using supplementary reading materials	☐ ₁	☐ ₂
l. Conducting needs assessment for professional development	☐ ₁	☐ ₂
m. Diagnosing needs of struggling readers	☐ ₁	☐ ₂
n. Reviewing reading program effectiveness	☐ ₁	☐ ₂
o. Leading teacher study groups	☐ ₁	☐ ₂

C. Reading Instructional Materials

- C1. Which **core reading program** is being used to teach reading in each of Grades K–3 at this school?

Core Reading Program is one that provides a comprehensive program of instruction on a daily basis in all aspects of reading.

	Please indicate the publisher, title, and publication year for the program used in each grade.		
	Publisher	Title	Year Published
a. Kindergarten			
b. Grade 1			
c. Grade 2			
d. Grade 3			

C2. Do K-3 teachers use supplementary reading materials with the students to whom they teach reading?

If yes, for which components of reading were the supplementary reading materials selected?

Supplementary Reading Materials provide additional instruction in a targeted area of reading to **all** students. **Do not** include materials that are used only with struggling readers. Include teacher-made materials, if applicable.

	Check one box for each item...		If YES: (Select <u>any</u> options that apply).	
	YES	NO		
Kindergarten	☐ ₁ ☐ ₂ └───────────────────▶		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area
Grade 1	☐ ₁ ☐ ₂ └───────────────────▶		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area
Grade 2	☐ ₁ ☐ ₂ └───────────────────▶		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area
Grade 3	☐ ₁ ☐ ₂ └───────────────────▶		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area

D. Instructional Time

D1. How often **this year** is time set-aside during the school day for K-3 teachers to:

	Check one box for each item ...				
	Not at all	1-4 times this school year	5-8 times this school year	Once a month	Once a week or more
a. Collaborate on reading lesson planning and instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Observe reading instruction in other classrooms	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Use assessment data to plan instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Participate in coaching with or be coached about reading by other teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. Be coached about reading instruction by a reading coach	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
f. Coordinate reading interventions for struggling readers with special education staff	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
g. Coordinate reading interventions for struggling readers with ELL staff	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
(Check if no ELLs)	☐ ₁				

D2. Please indicate for which grades your school has a **scheduled reading block**. A **reading block** is the time period that is formally scheduled for teaching reading.

If yes, please indicate for how many minutes the reading block is scheduled.

Does your school have a reading block in:

	Yes	Scheduled number of minutes	No
Kindergarten	☐ ₁ →		☐ ₂
First grade	☐ ₁ →		☐ ₂
Second grade	☐ ₁ →		☐ ₂
Third grade	☐ ₁ →		☐ ₂

D3. On average, how many total minutes **per day** (including the reading block) are devoted **this year** to classroom **reading instruction** (not just reading activities) for students in Grades K-3?

	Please provide the number of minutes <u>per day</u> for each grade.
a. Kindergarten	min / day
b. First grade	min / day
c. Second grade	min / day
d. Third grade	min / day

- D4. For which of the following activities are state staff, district staff, the principal, and the school reading coach responsible?

	For each activity, check all that apply...				
	State	District	Principal	School's reading coach	N/A
a. Selection of a specific core reading program	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Selection of supplemental reading program materials (for use with the whole class)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Selection of intervention reading program materials (for use with struggling readers)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Selection of reading assessment instruments	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

- D5. **This year**, for which of the following activities are state staff, district staff, the principal, and the school reading coach responsible?

Activities	For each activity, check all that apply...				
	State	District	Principal	School's reading coach	N/A
a. Monitoring implementation of reading program	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Review of teachers' reading lesson plans	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Review individual students' progress in reading	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Interpretation of assessment results	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. Feedback to teachers about reading instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
f. Selection of reading professional development topics and opportunities	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

- D6. This school year, how often have you, as principal, evaluated K–3 reading instruction using the following methods?

	Check only one box for each item ...				
	Not at all	1-4 times this school year	5-8 times this school year	Once a month	Once a week or more
a. Observed classroom reading instruction informally	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Observed classroom reading instruction using an evaluation form	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Met with teachers individually to discuss strategies for improving reading instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Met with groups of teachers to discuss strategies for improving reading instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

D7. Has your school made any of the following **changes** to your reading program that took effect at the beginning of the current school year (2004-2005)?

	Check only one box for each item ...	
	YES	NO
a. Adopted a new core reading program	☐ ₁	☐ ₂
b. Added a new intervention program for struggling readers	☐ ₁	☐ ₂
c. Added new supplementary materials	☐ ₁	☐ ₂
d. Added new materials for ELLs	☐ ₁	☐ ₂
e. Adopted new reading assessments	☐ ₁	☐ ₂
f. Other (Please specify): _____	☐ ₁	☐ ₂

D8. Which of the following methods has your school used *this year* to assess the effectiveness of reading instruction for Grades K-3? (Check all that apply.)

- ☐₁ It is not assessed
- ☐₂ Observation by reading coach
- ☐₃ Observation by school principal
- ☐₄ Observation by external consultant or evaluator
- ☐₅ Discussion at grade-level meetings
- ☐₆ Progress monitoring assessments
- ☐₇ Norm-referenced test data or state assessments (e.g., ITBS, SAT-9, State benchmark exams)
- ☐₉₅ Other (Please specify): _____

E. Reading Interventions for Struggling Readers

E1. What methods has your school used to meet the needs of at-risk or **struggling readers**? For each method listed below, please check whether or not you use the method at your school.

Reading Intervention is a program designed **for struggling readers** to be used only with struggling readers in addition to the core-reading program.

Methods of meeting needs of struggling readers		Check only one box for each item ...	
		Use this method	Not used
Materials	a. Use separate program materials in interventions	☐ ₁	☐ ₂
	b. Use core reading program with supplemental materials	☐ ₁	☐ ₂
	c. Use core reading program only	☐ ₁	☐ ₂
	d. Use reading materials written in students' home language	☐ ₁	☐ ₂
	e. Use alternative materials designed for English learners	☐ ₁	☐ ₂
Staff activities	f. A certified reading specialist provides additional direct instruction to struggling readers, individually or in small groups.	☐ ₁	☐ ₂
	g. The classroom teacher provides additional direct instruction to struggling readers, individually or in small groups.	☐ ₁	☐ ₂
	h. The classroom teacher provides additional opportunities for reading skill practice for struggling readers (e.g., partner reading, peer tutors, audio tapes, computer programs)	☐ ₁	☐ ₂
	i. A certified specialist provides recommendations to classroom teachers on accommodations for struggling readers. (Indicate which type of specialist.)		
	A special education teacher	☐ ₁	☐ ₂
	A bilingual/ESL teacher	☐ ₁	☐ ₂
	Other (Please specify): _____	☐ ₁	☐ ₂
	j. Trained aides or volunteers work with students under the direction of the classroom teacher during the school day.	☐ ₁	☐ ₂
	k. Trained aides or volunteers work with students in a before or after school program.	☐ ₁	☐ ₂
	l. Untrained aides or volunteers work with students under the direction of the classroom teacher during the school day.	☐ ₁	☐ ₂
	m. Untrained aides or volunteers work with students in a before or after school program.	☐ ₁	☐ ₂

E2. Which of the following methods has your school used this year to identify students for reading interventions in Grades K-3?

Method of identifying students	Check one box for each item...	
	Use this method	Not used
a. Standardized achievement test scores in reading	☐ ₁	☐ ₂
b. Scores on tests that are part of the reading program	☐ ₁	☐ ₂
c. Screening test scores in reading	☐ ₁	☐ ₂
d. Diagnostic test scores in reading	☐ ₁	☐ ₂
e. Progress monitoring test scores in reading	☐ ₁	☐ ₂
f. Documented classroom observations	☐ ₁	☐ ₂
g. Teacher recommendations	☐ ₁	☐ ₂
h. Other school staff recommendations	☐ ₁	☐ ₂
i. Requests from parents	☐ ₁	☐ ₂
j. Reading coach recommendation	☐ ₁	☐ ₂
k. Other (Please specify): _____	☐ ₁	☐ ₂

E3. Are reading intervention services (e.g., a reading specialist) available **this year** to children who need them? (Check 'no' if there are no children who need intervention services)

☐₁ Yes
☐₂ No

➡ E3a. If yes, What was the average wait for reading intervention services?

_____ school days. (Please enter 'zero' if there is no wait for services)

F. Professional Development in Reading

F1. During the current school year, including summer 2004, **approximately** how many of the **reading professional development activities** available to **K-3 teachers**:

- Please choose the category that most closely describes your professional development.

	Check only one box for each item ...				
	None	One-Quarter	One-Half	Three-Quarters	All
a. require teachers to attend?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. did you also attend?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. provide teachers options among which they choose?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. provide a stipend?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. provide follow-up activities?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
f. include release time for participating teachers?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
g. offer graduate college credits?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
h. are held in a convenient location (e.g., activities held at school)?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
i. use a team-based approach (joint training of people who work together)?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
j. are given by trainers or facilitators who have a well-established reputation?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

F2. Below is a list of topics that are often covered in professional development activities that are designed for **building administrators**.

- In **column A**, identify the topics that were addressed in professional development activities in which you participated since July 1st of the current school year.
- Then, in **column B**, please identify 5 topics in which you would like more professional development, whether or not your school's professional development activities have covered these topics.

Topic		CHECK ALL THAT APPLY ...	CHECK NO MORE THAN 5 TOPICS ...
		A. Topics addressed in professional development	B. Topics in which I would like more professional development
Content of Reading Instruction	a. Phonemic Awareness	☐ ₁	☐ ₂
	b. Decoding	☐ ₃	☐ ₄
	c. Vocabulary	☐ ₁	☐ ₂
	d. Fluency	☐ ₃	☐ ₄
	e. Comprehension	☐ ₁	☐ ₂
Teaching Strategies	f. How to use the core reading program	☐ ₃	☐ ₄
	g. How to use children's literature to teach reading	☐ ₁	☐ ₂
	h. How to use reading research to guide content of instruction	☐ ₃	☐ ₄
	i. How the core reading program incorporates research principles	☐ ₁	☐ ₂
	j. How to use the supplemental reading program	☐ ₃	☐ ₄
	k. How to integrate reading and writing instruction	☐ ₁	☐ ₂
	l. Strategies for teaching reading to ELLs	☐ ₃	☐ ₄
Evaluation	m. How to evaluate a core reading program	☐ ₁	☐ ₂
	n. How to evaluate reading instruction	☐ ₃	☐ ₄
	o. How to coach teachers in reading instruction	☐ ₁	☐ ₂
	p. How to manage reading personnel	☐ ₃	☐ ₄
Assessment	q. How to diagnose reading problems	☐ ₁	☐ ₂
	r. How to administer assessments	☐ ₃	☐ ₄
	s. How to interpret and use assessment data to guide instruction	☐ ₁	☐ ₂
Struggling Readers	t. How to help struggling readers with decoding	☐ ₃	☐ ₄
	u. How to help struggling readers with vocabulary	☐ ₁	☐ ₂
	v. How to help struggling readers with comprehension	☐ ₃	☐ ₄
	w. How to motivate readers	☐ ₁	☐ ₂
	x. Strategies for teaching reading to students with diagnosed learning disabilities	☐ ₃	☐ ₄

F2. CONTINUED - Below is a list of topics that are often covered in professional development activities that are designed for **building administrators**.

- In **column A**, identify the topics that were addressed in professional development activities in which you participated *since July 1st of the current school year*.
- Then, in **column B**, please identify 5 topics in which you would like more professional development, whether or not your school's professional development activities have covered these topics.

(CONTINUED FROM PREVIOUS PAGE)		CHECK ALL THAT APPLY ...	CHECK NO MORE THAN 5 TOPICS ...
Topic		A. Topics addressed in professional development	B. Topics in which I'd like more professional development.
Organization, management and support	y. How to select reading materials	☐ ₁	☐ ₂
	z. How to use content standards for curriculum planning and teaching	☐ ₃	☐ ₄
	aa. How to select reading assessments	☐ ₁	☐ ₂
	bb. Alignment of reading curriculum and instruction with state/district assessments	☐ ₃	☐ ₄
	cc. How to work with parents	☐ ₁	☐ ₂
	dd. Classroom management	☐ ₃	☐ ₄
Other	ee. Other (Please specify): _____	☐ ₁	☐ ₂

F3. Please indicate who participated in the completion of this questionnaire. (Check all that apply.)

- ☐ ₁ Principal
- ☐ ₂ Assistant or vice principal
- ☐ ₃ District reading coordinator
- ☐ ₅ School-based reading coach
- ☐ ₆ Classroom teacher(s)
- ☐ ₇ School secretary
- ☐ ₉₅ Other (Please specify): _____

F4. If there is anything else that you would like to tell us about your school's reading program, please do so.

Thank you very much for completing the survey. **Please return your survey in the enclosed envelope addressed to:** Brenda Rodriguez, Senior Survey Director, Abt Associates Inc., Attn: RF Implementation, 55 Wheeler Street, Cambridge, MA 02138

Reading First Implementation Study

Reading Coach Survey

The U.S. Department of Education's Policy and Program Studies Service has contracted with Abt Associates Inc. to conduct a national evaluation of K-3 reading instruction in Reading First and Title I schools. A sample of 1100 Reading First schools and a comparison group of 550 Title I schools, have been selected to participate in this study. The principal, reading coach, and a selected sample of K-3 teachers from each participating school are being asked to complete a survey. Participants will help inform the U.S. Department of Education, Congress, policymakers, practitioners, and researchers about how K-3 reading instruction is implemented in schools and what strategies teachers use to provide high-quality, evidence-based reading instruction in grades K-3.

Additional Information

The survey will take you approximately 30 minutes to complete. Although your participation in the survey is entirely voluntary, we strongly encourage you to participate. There are no job-related or other consequences for not participating. You may also choose to answer some questions on the survey and not others—although we urge you to complete as many questions as possible.

All responses to the survey will be kept confidential. All individual identifying information will be used only by persons on the research team. Information such as school location (state), participants' general job titles, grades they teach, and gender will be included in the study data files to be submitted to the Department of Education. However, participants' names will be stripped from all analysis data files and data files to be submitted to the Department of Education. We will not report any data about individual classrooms—all information will be reported at the grade and school levels. Neither your school nor your district will have access to any of the completed surveys at any time.

Please return your completed survey to Abt Associates in the enclosed stamped, pre-addressed mailing envelope. If you decline to participate, simply do not return the survey in the mail.

Thank you for your cooperation with this survey!

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such a collection displays a valid OMB control number. The valid OMB control number for this information collection is 1875-0232. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instruction, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this form, please write to: Policy and Program Studies Service, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC, 20202.

Instructions

Unless otherwise noted, your responses should reflect your experiences during the 2004-2005 school year in the school to which this survey was sent.

- Please complete all questions; each question includes directions for recording your answer.
- You are sometimes told to skip over some questions in the survey. When this happens, you will see an arrow with a note that tells you what question to answer like this:
 - ☐₁ Yes
 - ☐₂ No → Skip to E4
- If you have any questions about how to complete the survey, please call:
_____. This is a free call and will connect you with our expert interviewers who can assist you.

A. Your Background and Experience

Reading coach is a staff member whose primary role is to provide ongoing training and support to school staff in the delivery of effective reading instruction.

	Enter # below...
A1. Including this year, for how many years have you been the K–3 reading coach for this school? (If less than one year, enter 1.)	_____ years
A2. Including this year, for how many years have you worked at this school in any capacity? (If less than one year, enter 1.)	_____ years
A3. Including this year, how many years of classroom experience do you have, as either a teacher and/or reading coach? (If less than one year, enter 1).	
a. Number of years of experience	_____ years
b. Number of years of experience in grades K-3	_____ years
c. Number of years of experience at this school	_____ years
d. Number of years teaching or coaching reading	_____ years

A4. What is your job title?

A5. Describe your certification status. Which of the following describes the teaching certificate you currently hold in this state? (Check one)

- ☐ 1 Regular or standard state certificate or advanced professional certificate
- ☐ 2 Probationary certificate (issued after satisfying all requirements except the completion of a probationary period).
- ☐ 3 Provisional or other type of certificate given to persons who are still participating in what the state calls an “alternative certification program.”
- ☐ 4 Temporary certificate (requires some additional college coursework, student teaching, and/or passage of a test before regular certification can be obtained).
- ☐ 5 Waiver or emergency certificate (issued to persons with insufficient teacher preparation who must complete a regular certification program in order to continue teaching).
- ☐ 6 I do not have any of the above certifications in this state. → Skip to A6

A5a. If certified, identify the area(s): (Check all that apply)

- ☐ 1 Elementary education
- ☐ 2 Early childhood education
- ☐ 3 Reading
- ☐ 4 Special education
- ☐ 5 Bilingual / ESOL / ESL education
- ☐ 95 Other (Please specify): _____

A6. For what grades **at this school** are you currently providing coaching to staff? (Check all that apply.)

- ☐ ₁ Kindergarten
☐ ₂ First grade
☐ ₃ Second grade
☐ ₄ Third grade
☐ ₅ Self-contained K-3 special education classes
☐ ₉₅ Other (Please specify): _____

B. Coach Responsibilities

	Enter number below...
B1. This school year, for how many schools do you serve as the reading coach (including this school)?	_____ Schools
B2. This school year, for how many teachers do you serve as the reading coach (include all teachers in all schools)?	_____ Teachers
B3. Approximately what percentage of your time do you spend as the K–3 reading coach for this school?	_____ %

B4. How central is each of the following activities to your work this year (since July 1st) at this school?

Please rate the activity a “1” if you do not do the activity or if it is not at all central to your role as the literacy coach. Rate the activity a “5” if it is absolutely central or critical to your work.

Activity	Check only one box for each item...				
	Do not do or not at all central		Somewhat central		Absolutely central
a. Administering/coordinating reading assessments	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Compiling reading assessment data for teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Facilitating grade level meetings	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Participating in school leadership team meetings	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. Facilitating or coordinating family literacy activities	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
f. Ordering/managing reading instruction materials	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
g. Ordering/managing reading instruction materials	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
h. Participating in professional development provided by the district, state or other consultants	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
i. Providing sub time for teachers to observe other more experienced teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
j. Providing direct reading instruction to students	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
k. Providing training/professional development in reading materials, strategies, and assessments	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
l. Coaching staff on a range of topics (note: specific coaching activities are asked about in the next item)	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
m. Organizing professional development for K-3 teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
n. Other (Please specify): _____	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

B5. When you **coach** K-3 staff, how central has each of the following activities been to your work this year (since July 1st)?

Please rate the activity a “1” if you do not do the activity or if it is not at all central to your role as the literacy coach. Rate the activity a “5” if it is absolutely central or critical to your work.

Coaching Activity	Check only one box for each item...				
	Do not do or not at all central		Somewhat central		Absolutely central
a. Giving demonstration lessons using core or supplemental materials	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Assisting teachers in using the core program	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Observing and providing feedback to teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Assisting teachers in forming instructional groups	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. Assisting teachers in designing strategies for addressing the needs of struggling readers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
f. Assisting teachers with monitoring the effectiveness of strategies addressing the needs of struggling readers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
g. Giving demonstrations on assessment administration and scoring	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
h. Planning reading instruction with teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
i. Reviewing teachers’ lesson plans and providing feedback	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
j. Assisting teachers in interpreting assessment results	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

C. Reading Instructional Materials

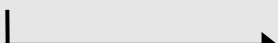
C1. Which **core reading program** is being used to teach reading in each of Grades K–3 **at this school**?

A Core Reading Program is one that provides a comprehensive program of instruction on a daily basis in all aspects of reading.

	Please indicate the publisher, title, and publication year for the program used in each grade.		
	Publisher	Title	Year Published
a. Kindergarten			
b. Grade 1			
c. Grade 2			
d. Grade 3			

- C2. Do K-3 teachers use supplementary reading materials with the students to whom they teach reading?
If yes, for which components of reading were the supplementary reading materials selected?

Supplementary Reading Materials provide additional instruction in a targeted area of reading to **all** students. **Do not** include materials that are used only with struggling readers. Include teacher-made materials, if applicable.

	Check one box for each item...		If YES : (Select <u>any</u> options that apply).	
	YES	NO		
Kindergarten	☐ ₁ ☐ ₂		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area
Grade 1	☐ ₁ ☐ ₂		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area
Grade 2	☐ ₁ ☐ ₂		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area
Grade 3	☐ ₁ ☐ ₂		☐ ₁ Phonemic awareness ☐ ₂ Phonics ☐ ₃ Fluency ☐ ₄ Vocabulary	☐ ₅ Comprehension ☐ ₇ Other ☐ ₈ I don't know ☐ ₀ No particular area

- C3. Has your school made any of the following **changes** to your reading program that took effect at the beginning of the current school year (2004-2005)?

	Indicate 'yes' or 'no' for each item ...	
	Yes	No
a. Adopted a new core reading program	☐ ₁	☐ ₂
b. Added a new intervention program for struggling readers	☐ ₁	☐ ₂
c. Added new supplementary materials	☐ ₁	☐ ₂
d. Added new materials for ELLs	☐ ₁	☐ ₂
e. Adopted new reading assessments	☐ ₁	☐ ₂
f. Other (Please specify): _____	☐ ₁	☐ ₂

D. Instructional Time

- D1. How often **during this school year** is time regularly scheduled and formally set aside during the school day for K-3 teachers to:

	Check only one box for each item...					
	Not at all	1-4 times	5-8 times	Once a month	Once a week or more	Occurs only informally, as needed
a. Collaborate on reading lesson planning and instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
b. Observe reading instruction in other classrooms	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
c. Use assessment data to plan instruction	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
d. Participate in coaching with or be coached about reading by other teachers	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
e. Be coached about reading instruction by a reading coach	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
f. Coordinate reading interventions for struggling readers with special education staff	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
g. Coordinate reading interventions for struggling readers with ELL staff	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅	☐ ₆
Check if no ELLs	☐ ₁					

- D2. Please indicate for which grades your school has a scheduled reading block. If yes, please indicate for how many minutes the reading block is scheduled. A **reading block** is the time period that is formally scheduled for teaching reading. Does your school have a reading block in:

	Yes	Scheduled number of minutes	No
a. Kindergarten	☐ ₁ →		☐ ₂
b. First grade	☐ ₁ →		☐ ₂
c. Second grade	☐ ₁ →		☐ ₂
d. Third grade	☐ ₁ →		☐ ₂

- D3. On average, how many total minutes **per day** (including the reading block) are devoted this year to classroom reading instruction for students in Grades K-3?

	Please provide the number of minutes per day for each grade...
a. Kindergarten	_____ min. / day
b. First grade	_____ min. / day
c. Second grade	_____ min. / day
d. Third grade	_____ min. / day

E. Reading Interventions for Struggling Readers

- E1. What methods has your school used to meet the needs of at-risk or **struggling readers**? For each method listed below, please check whether or not you use the method at your school.

A Reading Intervention is a program designed **for struggling readers** to be used only with struggling readers in addition to the core-reading program.

Methods for meeting needs of struggling readers		Check one for each item	
		Use this method	Not used
Materials	a. Use separate program materials in interventions	☐ ₁	☐ ₂
	b. Use core reading program with supplemental materials	☐ ₁	☐ ₂
	c. Use core reading program only	☐ ₁	☐ ₂
	d. Use reading materials written in students' home language	☐ ₁	☐ ₂
	e. Use alternative materials designed for English learners	☐ ₁	☐ ₂
Staff activities	f. A certified reading specialist provides additional direct instruction to struggling readers, individually or in small groups.	☐ ₁	☐ ₂
	g. The classroom teacher provides additional direct instruction to struggling readers, individually or in small groups.	☐ ₁	☐ ₂
	h. The classroom teacher provides additional opportunities for reading skill practice for struggling readers (e.g., partner reading, peer tutors, audio tapes, computer programs)	☐ ₁	☐ ₂
	i. A certified specialist provides recommendations to classroom teachers on accommodations for struggling readers. (<u>Indicate which type of specialist.</u>)		
	A special education teacher	☐ ₁	☐ ₂
	A bilingual/ESL teacher	☐ ₁	☐ ₂
	Other (Please specify): _____	☐ ₁	☐ ₂
	j. Trained aides or volunteers work with students under the direction of the classroom teacher during the school day.	☐ ₁	☐ ₂
	k. Trained aides or volunteers work with students in a before or after school program.	☐ ₁	☐ ₂
	l. Untrained aides or volunteers work with students under the direction of the classroom teacher during the school day.	☐ ₁	☐ ₂
	m. Untrained aides or volunteers work with students in a before or after school program.	☐ ₁	☐ ₂

F. Professional Development in Reading for K-3 Teachers

F1. Below is a list of topics that are often covered in professional development activities designed to provide teachers with new information about the **content of reading instruction**.

- In column A, identify the topics that were addressed in **K-3 teachers' professional development activities during the current school year, including summer 2004**.
- In column B, please identify 5 topics in which you think teachers need more professional development, whether or not this school's professional development activities have covered these topics.
- Please check all that apply in column A, and 5 choices in column B.

Professional development is defined as any activity in which a teacher has learned about reading or reading instruction. This includes school-based workshops, meetings with reading coaches, and meetings with a study group of other teachers.

Topic		CHECK ALL THAT APPLY	INDICATE NO MORE THAN 5 TOPICS
		A. Topics addressed in professional development for teachers	B. Topics in which teachers need more professional development
Phonemic Awareness	a. Building phonological awareness, e.g. rhymes, dividing spoken language into sentences, words, syllables	☐ 1	☐ 2
	b. Identifying, adding, deleting sounds in spoken words	☐ 3	☐ 4
	c. Blending phonemes to form words	☐ 1	☐ 2
Decoding	e. Teaching letter-sound correspondence	☐ 3	☐ 4
	f. Teaching letter patterns (blends, digraphs, diphthongs)	☐ 1	☐ 2
	g. Using syllable patterns to read words	☐ 3	☐ 4
	h. Teaching component parts: roots, prefixes, suffixes	☐ 1	☐ 2
Vocabulary	j. Teaching use of dictionary, thesaurus	☐ 3	☐ 4
	k. Direct teaching of vocabulary words and their meaning	☐ 1	☐ 2
	l. Antonyms and synonyms	☐ 3	☐ 4
Fluency	n. Teaching sight words	☐ 1	☐ 2
	o. Guided oral reading	☐ 3	☐ 4
	p. Encouraging expression while reading	☐ 1	☐ 2
Comprehension	r. Setting motivation/asking prediction/preview questions	☐ 3	☐ 4
	s. Constructing information about character, setting, and main events	☐ 1	☐ 2
	t. Summarizing main ideas in narrative and informational text	☐ 3	☐ 4
	u. Self-monitoring strategies	☐ 1	☐ 2
	v. Asking questions at different levels (literal, inferential)	☐ 1	☐ 2
	w. Strategies for organizing text structure, e.g. story maps	☐ 3	☐ 4
	x. Shared book conversations	☐ 1	☐ 2
Other	y. Other topic in the 5 dimensions of reading. (Please specify:)	☐ 3	☐ 4

F2. Below is a list of topics that are often covered in professional development activities that are designed to provide teachers with new information about **teaching strategies used during reading instruction**.

- In column A, identify the topics that were addressed in **K-3 teachers'** professional development activities **during the current school year, including summer 2004**.
- Then, in column B, please identify 5 topics in which teachers need more professional development, whether or not this school's professional development activities have covered these topics.
- Please check all that apply in column A, and 5 choices in column B.

	Topic	CHECK ALL THAT APPLY	INDICATE NO MORE THAN 5 TOPICS
		A. Topics addressed in professional development for teachers	B. Topics in which teachers need more professional development
Teaching Strategies	a. How to use the core reading program	☐ 1	☐ 2
	b. How to use children's literature to teach reading	☐ 3	☐ 4
	c. How to use reading research to guide content of instruction	☐ 1	☐ 2
	d. How the core reading program incorporates research principles	☐ 3	☐ 4
	e. How to use the supplemental reading program(s)	☐ 1	☐ 2
	f. How to integrate reading and writing instruction	☐ 3	☐ 4
	g. Strategies for teaching reading to ELLs	☐ 1	☐ 2
Grouping	h. Learning styles	☐ 3	☐ 4
	i. How to organize small group instruction	☐ 1	☐ 2
Assessment	j. How to diagnose reading problems	☐ 3	☐ 4
	k. How to administer assessments	☐ 1	☐ 2
	l. How to interpret and use assessment data to guide instruction	☐ 3	☐ 4
Struggling Readers	m. How to help struggling readers with decoding	☐ 1	☐ 2
	n. How to help struggling readers with vocabulary	☐ 3	☐ 4
	o. How to help struggling readers with comprehension	☐ 1	☐ 2
	p. How to motivate readers	☐ 3	☐ 4
	q. Strategies for teaching reading to students with diagnosed learning disabilities	☐ 1	☐ 2
Organization/ planning	r. How to use state/district content standards for curriculum planning and teaching	☐ 3	☐ 4
	s. How to align reading curriculum and instruction with state/district assessments	☐ 1	☐ 2
	t. How to work with parents	☐ 3	☐ 4
	u. Classroom management	☐ 1	☐ 2
Other	v. Other (Please specify): _____	☐ 3	☐ 4

- F3. During the current school year, including summer 2004, **approximately** how many of the reading **professional development activities** available to **K-3 teachers**: (Please choose the category that most closely describes K-3 teachers' professional development.)

	Check only one box for each item ...				
	None	One-Quarter	One Half	Three-Quarters	All
a. Require teachers to attend?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
b. Were attended by the principal?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
c. Provide teachers options among which they can choose?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
d. Provide a stipend?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
e. Provide follow-up activities?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
f. Include release time for participating teachers?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
g. Offer graduate college credits?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
h. Are held in a convenient location (e.g. at school)?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
i. Use a team-based approach (joint training of people who work together)?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅
j. Are given by trainers or facilitators who have a well-established reputation?	☐ ₁	☐ ₂	☐ ₃	☐ ₄	☐ ₅

G. Professional Development for Reading Coaches

G1. Below is a list of professional development topics for **reading coaches** in which you may have participated.

- In column A, identify any topics that were addressed in **reading coaches'** professional development activities **during the current school year, including summer 2004.**
- Then, in column B, please identify no more than 3 topics in which you would like more professional development, whether or not this school's professional development activities have covered these topics.
- Please check all that apply in column A, and 3 choices in column B.

Topics	CHECK ALL THAT APPLY	CHECK NO MORE THAN 3 TOPICS
	A. Topics addressed in professional development for reading coaches	B. Topics in which you'd like more professional development
a. How to use reading assessment data to guide instruction.	☐ 1	☐ 2
b. What are the types of assessments: screening, diagnostic, progress monitoring, and outcome.	☐ 3	☐ 4
c. How to use assessment data to form instructional groups.	☐ 1	☐ 2
d. How to provide constructive feedback to teachers.	☐ 3	☐ 4
e. How to establish credibility with teachers.	☐ 1	☐ 2
f. Essential components of scientifically based reading instruction.	☐ 3	☐ 4
g. What is the role of the reading coach in fostering change.	☐ 1	☐ 2
h. How to plan instructional interventions for struggling students.	☐ 3	☐ 4
i. Classroom management within the literacy block time.	☐ 1	☐ 2
j. How to conduct effective grade level meetings.	☐ 3	☐ 4
k. How to help teachers identify appropriate instructional materials.	☐ 1	☐ 2
l. How to help teachers make reading instruction systematic and explicit.	☐ 3	☐ 4
m. How to conduct demonstration lessons.	☐ 1	☐ 2
n. How to conduct classroom observations.	☐ 3	☐ 4
o. How to provide onsite professional development.	☐ 1	☐ 2
p. Other (Please specify): _____	☐ 3	☐ 4

H. Reading Instruction

H1. This item asks you to describe your school using the statements below. Please read each statement, and indicate whether the statement is a good description of your school on a scale from a “Very inaccurate” description of your school to a “Very accurate” description of your school.

In this school ...	Check one box for each item...				
	Very inaccurate				Very accurate
a. K-3 teachers are knowledgeable about scientifically based reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
b. K-3 teachers are motivated to improve reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
c. Reading instruction in K-3 classrooms is aligned with the state reading/language arts content standards.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
d. There is a school-wide focus on reading and language arts.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
e. K-3 teachers are experienced with the core reading program.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
f. K-3 teachers are experienced with supplemental reading materials.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
g. K-3 teachers are experienced with reading intervention materials and strategies.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
h. K-3 classrooms have ample, high quality instructional materials.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
i. Teachers use a variety of instructional materials to fill in gaps in the core program.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
j. The core reading program is aligned with scientifically based reading research.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
k. Supplemental reading materials are aligned with scientifically based reading research.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
l. Reading intervention materials are aligned with scientifically based reading research.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
m. The reading coach has the support of the school principal.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
n. K-3 teachers seek the assistance of the reading coach to improve their reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
o. Sufficient time during the school day is allotted for reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
p. Sufficient time during the school day is allotted for teacher planning.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
q. K-3 teachers collaborate and plan for reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
r. Sufficient time during the school day is allotted for professional development.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
s. Sufficient time during the school day is allotted for professional development.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
t. Reading assessments are used to screen students for reading difficulties.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
u. Diagnostic assessments are used to identify strengths and weaknesses of struggling readers.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
v. Reading assessments are used to monitor student progress.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
x. Assessment data are used to group students for instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
y. Assessment data are used to guide and/or modify instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
z. The district provides direction concerning reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
aa. The state provides direction concerning reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5
bb. K-3 teachers make an effort to involve parents in their children’s reading instruction.	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5

I. Conclusions and Recommendations

I1. What are the most significant changes this school made this year in K–3 reading instruction?

I2. What are the most significant obstacles you encountered this year in your efforts to work with this school to improve reading instruction?

I3. If there is anything else that you would like to tell us, please do so.

Thank you for taking the time to answer these questions. We appreciate your willingness to describe your reading program. Please return your survey in the enclosed envelope to:

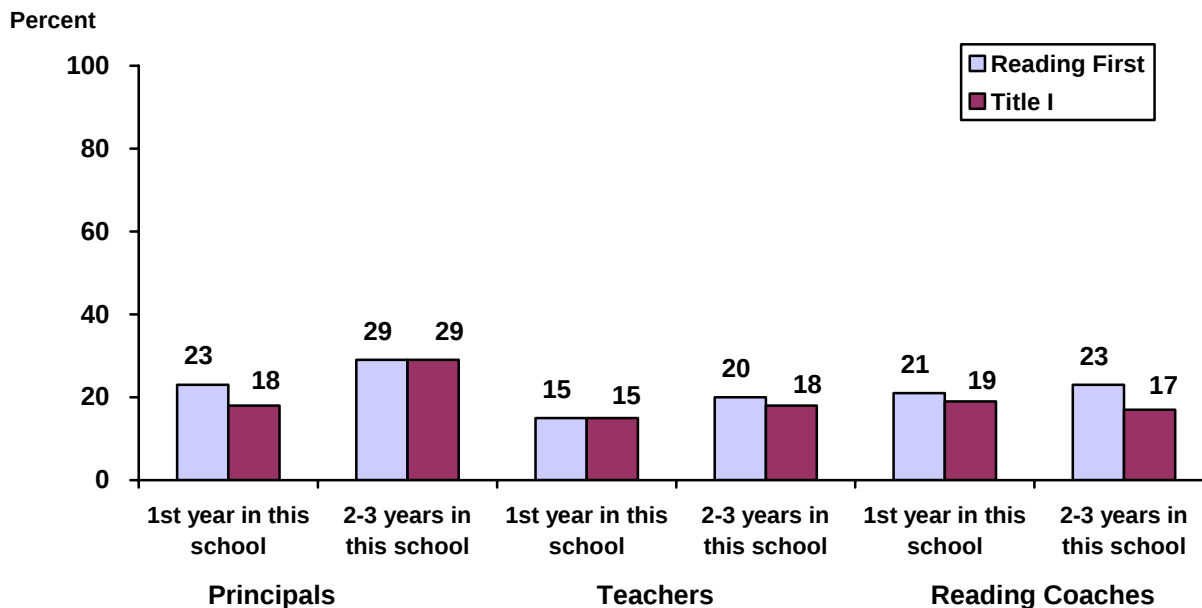
Brenda Rodriguez, Senior Survey Director
RF Implementation Study
Abt Associates Inc.
55 Wheeler Street
Cambridge, MA 02138

Appendix C

Back-up Exhibits

Exhibit C.2.a

Percent of Staff that Are in Their Current Reading First and Title I Schools for Three Years or Less, 2004–05 School Year



Source: Principal Reading Coach and Teacher Surveys, Question A1.

Exhibit C.2.c

Sources of Funding for K–3 Reading Programs in the Total Population of Reading First and Title I Schools, 2004–05 School Year

Source of Funding	Reading First Schools	Title I Schools	p-value
	Percent	Percent	
Title I	91%	97%	.000
District general funds	79	87	.000
State funds for reading programs	49	52	.334
State textbook funds	41	48	.014
Professional development funds	43	48	.038
Title II	38	42	.134
Title III	24	21	.153
21st Century Learning Centers	17	14	.129
Comprehensive school reform	10	10	.992
Private grants	8	15	.000
Other	10	11	.576
School Size (all schools)	5.1 sources	4.5 sources	.000
...1–249 students	4.6 sources	4.3 sources	.190
...250–499 students	4.9 sources	4.4 sources	.001
...500–749 students	5.3 sources	4.4 sources	.000
...750+ students	5.4 sources	4.9 sources	.086

Source: Principal Survey, Question B1.

Exhibit C.3.5**Responsibility for Selection of Reading Materials in Mature Reading First and Title I Schools,
2004–05 School Year**

	Mature Reading First		Title I		p-value
	Percent	Standard Error	Percent	Standard Error	
Selection of a specific core reading program					
State	30%	2.1	18%	1.6	.000
District	88	1.5	83	1.6	.012
Principal	33	2.2	38	2.1	.096
School's reading coach	26	2.1	18	1.6	.001
Selection of supplemental reading program materials					
State	18	1.8	6	1.0	.000
District	61	2.3	56	2.2	.071
Principal	66	2.3	68	2.1	.458
School's reading coach	66	2.2	40	2.2	.000
Selection of intervention reading program materials (for use with struggling readers)					
State	18	1.8	5	0.9	.000
District	64	2.3	56	2.2	.012
Principal	62	2.3	70	2.0	.017
School's reading coach	67	2.2	43	2.2	.000

Source: Principal Survey, Question D4.

Exhibit C.3.6.a**Core Reading Programs Used by less than 1 Percent of Reading First Schools, 2004–05 School Year**

Reading First Schools		
Percentage of Schools in Sample that Use the Program	Publisher	Program
< 1%	Benchmark	Benchmark phonetics
	Caron-Dellosa	Unspecified
	Hampton Brown	Phonics and Friends
	Heinemann	Fountas Pinnel units of study
	Houghton Mifflin	Invitation to Literacy
	John Hopkins	Unspecified
	McGraw-Hill	Breakthrough to Literacy
		Spotlight on Literacy
	Mondo	Mondo Book Shop
	Saxon	Saxon Phonics
	Scholastic	Guided Reading
		Literacy Place
	Scott Foresman	Celebrate Reading
		Lectura
	Waterford	Waterford Early Reading
	Wright Group	Unspecified

Source: Reading Coach Survey, Principal Survey Question C1.

Exhibit C.3.6.b**Core Reading Programs Used by less than 1 Percent of Title I Schools, 2004–05 School Year**

Title I Schools		
Percentage of Schools in Sample that Use the Program	Publisher	Program
< 1%	Addison Wesley	Unspecified
	America's Choice	America's Choice
	Benchmark	Benchmark phonetics
	Hampton Brown	Phonics and Friends
	Houghton Mifflin	Lectura
		Soar 2 Success
		Literacy Experience
	Language Circle	Project Read
	Literacy First	Unspecified
	McGraw-Hill	New View
		Other
		Breakthrough to Literacy
	Metro	Early Reading
	Owens	Unspecified
	Pearson Learning Group	Unspecified
		Sing, Spell, Read & Write
	Scholastic	Guided Reading

Source: Reading Coach Survey, Principal Survey Question C1.

Exhibit C.3.7

Materials Used with English Language Learners (ELLs) in Mature Reading First and Title I Schools, 2004–05 School Year

	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
<i>Do not teach ELLs</i>					
Kindergarten	36%	.03	53%	.03	.000
1st grade	34	.02	52	.03	.000
2nd grade	34	.02	51	.03	.000
3rd grade	39	.03	54	.03	.000
<i>Among those who teach ELLs:</i>					
Core reading program in native language					
Kindergarten	10	.02	14	.03	.254
1st grade	10	.02	15	.03	.179
2nd grade	15	.03	12	.03	.513
3rd grade	12	.03	9	.02	.427
ELL students use same materials as other students					
Kindergarten	78	.03	84	.03	.157
1st grade	72	.03	75	.03	.513
2nd grade	74	.03	70	.04	.517
3rd grade	72	.03	74	.03	.560
Core and supplemental materials in native language					
Kindergarten	10	.02	16	.03	.145
1st grade	12	.02	14	.03	.494
2nd grade	15	.03	12	.02	.506
3rd grade	21	.03	16	.03	.264
Core and supplemental materials in English especially for ELLs					
Kindergarten	57	.04	30	.04	.000
1st grade	55	.04	42	.04	.013
2nd grade	61	.04	45	.04	.002
3rd grade	66	.04	46	.04	.000
Alternative core materials in English geared toward the instructional level of ELLs					
Kindergarten	23	.03	19	.03	.346
1st grade	27	.03	26	.03	.798
2nd grade	25	.03	23	.03	.639
3rd grade	33	.04	30	.04	.479

Source: Teacher Survey, Question C8.

Exhibit C.4.2
Teachers' Use of Supports Used to Meet the Needs of Struggling Readers in RF and Title I Schools, 2004–05 School Year

Type of Support	Grade	Teacher				p-value
		Reading First		Title I		
		Percent	Standard. Error	Percent	Standard Error	
Diagnostic assessment to determine core deficits	K	75%	0.025	59%	0.025	0.000
	1	78	0.025	69	0.023	0.006
	2	72	0.026	65	0.025	0.082
	3	70	0.027	61	0.025	0.023
Extra practice in the classroom with phonemic awareness	K	98	0.006	97	0.007	0.122
	1	95	0.013	93	0.012	0.386
	2	92	0.015	89	0.016	0.155
	3	85	0.019	74	0.022	0.000
Extra practice in the classroom with decoding	K	97	0.008	92	0.013	0.004
	1	97	0.010	95	0.011	0.241
	2	95	0.011	93	0.012	0.192
	3	92	0.014	83	0.019	0.000
Extra practice in the classroom with fluency	K	80	0.023	78	0.021	0.529
	1	92	0.016	90	0.015	0.386
	2	96	0.011	93	0.013	0.098
	3	97	0.010	90	0.015	0.000
Extra practice in the classroom with comprehension	K	83	0.021	85	0.017	0.584
	1	89	0.019	91	0.014	0.392
	2	90	0.017	92	0.014	0.478
	3	93	0.016	94	0.011	0.772
Extra instructional time	K	90	0.017	86	0.017	0.107
	1	86	0.021	84	0.018	0.356
	2	84	0.022	85	0.018	0.591
	3	83	0.022	83	0.019	0.874
Placement in materials that supplement core reading program	K	70	0.025	62	0.025	0.025
	1	73	0.025	73	0.022	0.968
	2	72	0.026	68	0.024	0.195
	3	74	0.025	66	0.024	0.023
Placement in different level of core reading program	K	44	0.027	48	0.026	0.278
	1	51	0.027	56	0.025	0.207
	2	47	0.028	49	0.026	0.585
	3	46	0.029	44	0.026	0.530
Placement in separate core reading program	K	19	0.021	24	0.022	0.124
	1	23	0.023	25	0.023	0.375
	2	23	0.023	26	0.022	0.332
	3	22	0.024	31	0.025	0.013
Placement in special intervention program	K	54	0.027	45	0.026	0.013
	1	66	0.027	65	0.024	0.877
	2	70	0.026	61	0.025	0.008
	3	68	0.027	60	0.025	0.046
Work with tutor on one-to-one basis	K	59	0.027	64	0.024	0.209
	1	60	0.028	63	0.024	0.376
	2	57	0.028	66	0.024	0.028
	3	54	0.028	60	0.025	0.092
Work with reading specialist on one-to-one basis	K	20	0.022	17	0.020	0.289
	1	27	0.024	37	0.025	0.004
	2	30	0.025	37	0.026	0.063
	3	33	0.026	36	0.025	0.492
Work with reading specialist in small group	K	34	0.026	31	0.024	0.459
	1	48	0.027	53	0.026	0.178
	2	48	0.028	53	0.026	0.183
	3	51	0.028	58	0.026	0.102
Work with more advanced peer	K	79	0.023	74	0.021	0.178
	1	76	0.024	77	0.021	0.829

Exhibit C.4.2

Teachers' Use of Supports Used to Meet the Needs of Struggling Readers in RF and Title I Schools, 2004–05 School Year

Type of Support	Grade	Teacher				p-value
		Reading First		Title I		
		Percent	Standard. Error	Percent	Standard Error	
Special materials for parents to provide practice	2	83	0.022	77	0.021	0.091
	3	81	0.022	73	0.024	0.017
	K	71	0.025	75	0.021	0.189
	1	69	0.025	67	0.024	0.591
	2	59	0.028	56	0.026	0.396
If English language learner(s), ESL instruction	3	47	0.029	52	0.026	0.255
	K	74	0.032	73	0.035	0.792
	1	79	0.029	76	0.031	0.474
	2	75	0.032	73	0.033	0.715
	3	74	0.034	73	0.033	0.794
If English language learner(s), provide reading instruction in home language	K	27	0.032	32	0.038	0.276
	1	24	0.031	24	0.032	0.905
	2	20	0.030	27	0.033	0.112
	3	17	0.028	22	0.034	0.214
If English language learner(s), in classroom help in reading from ELL teacher	K	61	0.036	53	0.039	0.143
	1	66	0.034	55	0.038	0.031
	2	66	0.035	55	0.037	0.023
	3	63	0.038	57	0.038	0.331

Source: Teacher Survey, Question (C9).

Exhibit C.4.6

Amount of Time Teachers in Reading First and Title I Schools Set Aside to Coordinate Interventions with Staff, 2004–05 School Year

Coordination with:	Grade	Teacher				p-value
		Reading First		Title I		
		Percent	Standard Error	Percent	Standard Error	
Special Education staff						
Not at all	K	51%	0.028	44%	0.025	0.045
	1	42	0.028	34	0.024	0.055
	2	36	0.027	30	0.023	0.007
	3	32	0.026	34	0.025	0.615
Infrequently (monthly or less)	K	17	0.020	26	0.022	0.126
	1	27	0.025	28	0.023	0.593
	2	28	0.025	33	0.024	0.126
	3	32	0.027	32	0.025	0.953
Weekly	K	9	0.016	7	0.013	0.405
	1	11	0.017	9	0.014	0.353
	2	11	0.016	9	0.015	0.541
	3	13	0.019	15	0.017	0.350
Informally as needed	K	22	0.023	23	0.022	0.727
	1	20	0.022	28	0.022	0.020
	2	25	0.025	28	0.024	0.398
	3	23	0.024	19	0.020	0.162
ELL staff						
Not at all	K	45	0.037	39	0.037	0.245
	1	34	0.035	31	0.035	0.521
	2	34	0.035	31	0.036	0.462
	3	33	0.037	33	0.038	0.931
Infrequently (monthly or less)	K	24	0.032	28	0.037	0.433
	1	34	0.035	28	0.033	0.171
	2	32	0.035	29	0.035	0.540
	3	30	0.036	35	0.038	0.318
Weekly	K	13	0.023	9	0.022	0.224
	1	11	0.021	14	0.026	0.480
	2	12	0.024	15	0.029	0.443
	3	12	0.024	10	0.021	0.612
Informally as needed	K	18	0.029	24	0.034	0.167
	1	20	0.027	27	0.034	0.088
	2	21	0.029	25	0.033	0.379
	3	25	0.032	22	0.033	0.501

Source: Teacher Survey, Questions C3F and C3G.

Exhibit C.5.1**Assistance for K–3 Reading Assessment Activities in Mature Reading First and Title I Schools, 2004–05 School Year**

Assessment Activity	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Selecting assessment instruments	76%	2.14	56%	2.22	.000
Interpreting assessment results	82	1.89	70	2.02	.000

Source: Principal Survey, Question B2.

Exhibit C.5.2**Responsibility for Reading Assessment Activities in Mature Reading First and Title I Schools, 2004–05 School Year**

Assessment Activity Person(s) Responsible	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Selecting assessment instruments					
State staff	51%	2.41	30%	2.01	.000
District staff	78	2.00	80	1.75	.472
Principal	40	2.36	52	2.22	.000
School's reading coach	38	2.33	32	2.06	.044
Interpreting assessment results					
State staff	24	2.07	13	1.51	.000
District staff	56	2.43	57	2.20	.697
Principal	89	1.48	90	1.34	.817
School's reading coach	92	1.28	51	2.16	.000

Source: Principal Survey, Questions D4 and D5.

Exhibit C.5.3a**Types of Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I *Kindergarten* Teachers, by Assessment Purpose, 2004–05 School Year^{a b}**

Assessment Purpose Type of Assessment	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Core or supplementary program assessment	34	2.76	23	2.29	.003
District assessment ^c	9	1.66	5	1.21	.094
Standardized assessment	48	2.75	40	2.70	.053
State-specific assessment	17	1.95	16	2.02	.961
Informal assessments	33	2.75	40	2.68	.055
Not able to categorize	38	2.87	46	2.75	.039
Determining student mastery of skills					
Formal assessments					
Core or supplementary program assessment	42	2.86	27	2.44	.000
District assessment	10	1.85	6	1.24	.057
Standardized assessment	39	2.54	37	2.62	.471
State-specific assessment	13	1.81	16	1.94	.359
Informal assessments	34	2.78	46	2.67	.003
Not able to categorize	39	2.88	44	2.68	.202
Identifying the core deficits of struggling students					
Formal assessments					
Core or supplementary program assessment	33	2.79	22	2.33	.001
District assessment	10	1.89	5	1.22	.034
Standardized assessment	46	2.70	37	2.64	.019
State-specific assessment	14	1.83	15	1.99	.597
Informal assessments	29	2.69	45	2.69	.000
Not able to categorize	36	2.88	41	2.74	.181

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

^c In order to be grouped as a "district assessment," the teacher had to clearly label it as a district test.

Exhibit C.5.3b

Types of Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I 1st-grade Teachers, by Assessment Purpose, 2004–05 School Year ^{a b}

Assessment Purpose Type of Assessment	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Core or supplementary program assessment	35	2.84	26	2.21	.008
District assessment ^c	3	1.06	3	0.89	.775
Standardized assessment	52	2.72	49	2.65	.399
State-specific assessment	14	1.81	15	1.79	.763
Informal assessments	29	2.70	41	2.61	.001
Not able to categorize	34	2.78	37	2.52	.488
Determining student mastery of skills					
Formal assessments					
Core or supplementary program assessment	54	2.92	42	2.56	.003
District assessment	2	0.83	2	0.59	.501
Standardized assessment	38	2.62	34	2.59	.362
State-specific assessment	13	1.77	12	1.64	.841
Informal assessments	28	2.63	39	2.62	.002
Not able to categorize	39	2.93	41	2.57	.532
Identifying the core deficits of struggling students					
Formal assessments					
Core or supplementary program assessment	41	2.94	29	2.45	.002
District assessment	1	0.61	1	0.58	.901
Standardized assessment	45	2.59	41	2.68	.247
State-specific assessment	15	1.91	17	1.84	.650
Informal assessments	24	2.50	43	2.70	.000
Not able to categorize	36	2.93	39	2.57	.403

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

^c In order to be grouped as a "district assessment," the teacher had to clearly label it as a district test.

Exhibit C.5.3c

Types of Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I 2nd-grade Teachers, by Assessment Purpose, 2004–05 School Year^{a b}

Assessment Purpose Type of Assessment	Reading First		Title I		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Core or supplementary program assessment	40%	2.85	33%	2.52	.074
District assessment ^c	3	0.98	5	1.18	.144
Standardized assessment	53	2.68	49	2.72	.338
State-specific assessment	16	1.93	11	1.61	.078
Informal assessments	25	2.51	36	2.63	.002
Not able to categorize	35	2.76	35	2.64	.944
Determining student mastery of skills					
Formal assessments					
Core or supplementary program assessment	55	2.92	46	2.67	.034
District assessment	4	1.13	4	1.01	.985
Standardized assessment	30	2.51	30	2.51	.903
State-specific assessment	14	1.80	9	1.50	.016
Informal assessments	28	2.65	35	2.64	.057
Not able to categorize	39	2.92	46	2.72	.075
Identifying the core deficits of struggling students					
Formal assessments					
Core or supplementary program assessment	42	2.92	30	2.53	.003
District assessment	2	0.77	3	0.97	.266
Standardized assessment	40	2.70	36	2.67	.311
State-specific assessment	15	1.82	15	1.94	.956
Informal assessments	27	2.65	37	2.77	.006
Not able to categorize	39	2.86	41	2.81	.689

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

^c In order to be grouped as a "district assessment," the teacher had to clearly label it as a district test.

Exhibit C.5.3d

Types of Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I 3rd-grade Teachers, by Assessment Purpose, 2004–05 School Year^{a b}

Assessment Purpose Type of Assessment	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Core or supplementary program assessment	33%	2.81	27%	2.33	.070
District assessment ^c	4	1.14	6	1.29	.326
Standardized assessment	48	2.70	41	2.61	.076
State-specific assessment	13	1.92	11	1.63	.403
Informal assessments	24	2.55	28	2.55	.208
Not able to categorize	37	2.93	45	2.69	.062
Determining student mastery of skills					
Formal assessments					
Core or supplementary program assessment	52	3.00	41	2.69	.003
District assessment	4	1.16	6	1.32	.367
Standardized assessment	28	2.45	23	2.34	.175
State-specific assessment	16	2.12	13	1.77	.315
Informal assessments	26	2.65	37	2.62	.004
Not able to categorize	39	2.96	49	2.79	.018
Identifying the core deficits of struggling students					
Formal assessments					
Core or supplementary program assessment	38	2.95	28	2.48	.006
District assessment	4	1.02	5	1.29	.391
Standardized assessment	37	2.72	30	2.58	.089
State-specific assessment	14	2.01	13	1.83	.625
Informal assessments	26	2.74	34	2.72	.041
Not able to categorize	35	2.97	50	2.87	.000

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

^c In order to be grouped as a "district assessment," the teacher had to clearly label it as a district test.

Exhibit C.5.4a

Types of Specific Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I Kindergarten Teachers, by Assessment Purpose, 2004–05 School Year^{a b}

Assessment Purpose Type of Assessment	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Clay Observational Survey	8%	1.50	16%	2.06	.001
DIBELS	43	2.51	13	1.83	.000
DRA	6	1.27	13	1.72	.001
STAR Reading	2	0.77	3	0.81	.377
Informal assessments					
Classroom-based assessment ^d	26	2.59	32	2.54	.128
Running records or miscue analysis ^e	8	1.53	10	1.71	.232
Determining student mastery of skills					
Formal assessments					
Clay Observational Survey	6	1.16	17	2.03	.000
DIBELS	33	2.41	12	1.73	.000
DRA	3	0.88	11	1.71	.000
STAR Reading	1	0.55	2	0.66	.234
Informal assessments					
Classroom-based assessment	31	2.70	41	2.67	.013
Running records or miscue analysis	4	1.19	7	1.25	.068
Identifying the core deficits of struggling students					
Formal assessments					
Clay Observational Survey	8	1.50	19	2.20	.000
DIBELS	34	2.50	12	1.71	.000
DRA	4	1.01	10	1.59	.001
STAR Reading	1	0.61	2	0.78	.239
Informal assessments					
Classroom-based assessment	24	2.58	38	2.67	.000
Running records or miscue analysis	6	1.41	10	1.69	.033

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

Exhibit C.5.4b

Types of Specific Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I 1st-grade Teachers, by Assessment Purpose, 2004–05 School Year^{a b}

Assessment Purpose Type of Assessment	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Clay Observational Survey	7%	1.45	9%	1.57	.336
DIBELS	38	2.53	10	1.53	.000
DRA	15	1.90	25	2.22	.000
STAR Reading	6	1.35	11	1.58	.007
Informal assessments					
Classroom-based assessment ^d	15	2.13	16	1.80	.616
Running records or miscue analysis ^e	15	2.08	29	2.46	.000
Determining student mastery of skills					
Formal assessments					
Clay Observational Survey	4	1.02	9	1.62	.006
DIBELS	30	2.37	7	1.35	.000
DRA	7	1.33	15	1.88	.000
STAR Reading	3	1.10	8	1.46	.017
Informal assessments					
Classroom-based assessment	19	2.21	23	2.19	.179
Running records or miscue analysis	11	1.90	19	2.25	.004
Identifying the core deficits of struggling students					
Formal assessments					
Clay Observational Survey	4	1.14	13	1.83	.000
DIBELS	39	2.46	12	1.75	.000
DRA	8	1.49	16	1.94	.001
STAR Reading	2	0.84	6	1.22	.022
Informal assessments					
Classroom-based assessment	12	1.93	20	2.14	.005
Running records or miscue analysis	13	1.96	26	2.47	.000

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

Exhibit C.5.4c
Types of Specific Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I 2nd-grade Teachers, by Assessment Purpose, 2004–05 School Year^{a b}

and First-Grade Teachers, by Assessment Purpose, 2004-05 School Year					
Assessment Purpose Type of Assessment	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Clay Observational Survey	3%	1.25	5%	1.54	.310
DIBELS	41	2.54	9	1.55	.000
DRA	12	1.76	25	2.29	.000
STAR Reading	7	1.41	17	1.79	.000
Informal assessments					
Classroom-based assessment ^d	15	2.12	19	2.13	.204
Running records or miscue analysis ^e	12	1.82	21	2.33	.004
Determining student mastery of skills					
Formal assessments					
Clay Observational Survey	3	1.22	4	1.15	.474
DIBELS	23	2.21	6	1.30	.000
DRA	6	1.19	14	1.97	.000
STAR Reading	3	0.87	8	1.31	.002
Informal assessments					
Classroom-based assessment	23	2.51	25	2.43	.596
Running records or miscue analysis	7	1.38	14	2.05	.005
Identifying the core deficits of struggling students					
Formal assessments					
Clay Observational Survey	5	1.49	5	1.17	.904
DIBELS	30	2.41	10	1.67	.000
DRA	9	1.49	18	2.16	.001
STAR Reading	2	0.80	9	1.50	.000
Informal assessments					
Classroom-based assessment	15	2.10	21	2.39	.075
Running records or miscue analysis	14	2.05	22	2.43	.006

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

Exhibit C.5.4d
Types of Specific Assessments (Formal and Informal) Reported as Useful by Mature Reading First and Title I 3rd-grade Teachers, by Assessment Purpose, 2004–05 School Year^{a b}

Assessment Purpose Type of Assessment	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Placing or grouping of students					
Formal assessments					
Clay Observational Survey	2%	0.56	4%	0.99	.062
DIBELS	35	2.49	7	1.25	.000
DRA	12	1.75	17	1.97	.045
STAR Reading	9	1.71	19	2.00	.000
Informal assessments					
Classroom-based assessment ^d	18	2.36	16	2.10	.501
Running records or miscue analysis ^e	6	1.29	15	2.18	.000
Determining student mastery of skills					
Formal assessments					
Clay Observational Survey	3	1.00	5	1.26	.228
DIBELS	19	2.03	3	0.95	.000
DRA	4	1.03	8	1.59	.050
STAR Reading	4	1.27	8	1.41	.034
Informal assessments					
Classroom-based assessment	25	2.64	31	2.59	.088
Running records or miscue analysis	2	0.67	8	1.72	.003
Identifying the core deficits of struggling students					
Formal assessments					
Clay Observational Survey	3	0.98	5	1.27	.108
DIBELS	28	2.41	7	1.34	.000
DRA	9	1.59	11	1.78	.412
STAR Reading	4	1.36	9	1.59	.012
Informal assessments					
Classroom-based assessment	20	2.53	23	2.46	.364
Running records or miscue analysis	8	1.63	14	2.08	.050

Source: Teacher Survey, Question C7.

^a Percentages by grade or assessment purpose will not add up to 100 percent. Teachers were asked to list up to three assessments per purpose. If a teacher listed the same assessment more than once for the same purpose, then that assessment was counted only once (e.g., if the DIBELS Nonsense Word Fluency test and the DIBELS Phonemic Segmentation Fluency test were used to place or group students, then the DIBELS was counted only once for that purpose).

^b We were not able to categorize 35–40 percent of teachers' responses. "Not able to categorize" includes responses that were too vague to be coded (e.g., assessment, test, eight-weeks, benchmarks, letter names, decoding, rubric, pretest, quarterly test, skill test, fluency); responses that accounted for less than 1 percent of the total frequency (e.g., MGLS, parent reading, KIA); and responses that were not discernable (e.g., ELLA stands for Early Learning Literacy in Arkansas or the English Language and Literacy Assessment).

Exhibit C.5.5**Regularly Scheduled and Formal Time Set Aside for Grade-Level Teachers to Use
Assessment Data to Plan Instruction, Range across Grade Levels for Mature Reading First
and Title I Schools, 2004–05 School Year**

Frequency of Time Set Aside	Grade	Reading First Teachers		Title I Teachers		p-value
		Percent	Standard Error	Percent	Standard Error	
Once a week or more	K	27%	2.49	24%	2.26	.366
	1	29	2.43	25	2.21	.214
	2	25	2.25	25	2.42	.964
	3	27	2.49	24	2.15	.391
Once a month	K	21	2.32	12	1.67	.002
	1	21	2.28	14	1.76	.024
	2	24	2.42	16	1.83	.006
	3	21	2.28	14	1.77	.019
5–8 times	K	10	1.75	9	1.61	.610
	1	12	2.04	9	1.52	.162
	2	11	1.87	8	1.38	.130
	3	14	2.13	9	1.67	.042
1–4 times	K	21	2.22	25	2.21	.174
	1	25	2.42	28	2.29	.390
	2	23	2.37	28	2.30	.100
	3	27	2.61	28	2.33	.617
Not at all	K	10	1.89	11	1.61	.672
	1	4	1.07	12	1.79	.000
	2	6	1.32	11	1.66	.007
	3	4	1.03	15	1.89	.000
Informally, only as needed	K	11	1.80	18	2.02	.003
	1	9	1.70	13	1.62	.187
	2	12	1.86	12	1.63	.798
	3	7	1.40	10	1.62	.158

Source: Teacher Survey, Question C3.

Exhibit C.5.6**Teachers' Use of Assessment-Related Teaching Strategies, Range across Grade Levels for Mature Reading First and Title I Schools, 2004–05 School Year**

Assessment-Related Teaching Strategy	Grade	Reading First Teachers		Title I Teachers		p-value
		Percent	Standard Error	Percent	Standard Error	
Use test results to organize instructional groups	K	84%	2.15	67%	2.31	.000
	1	85	2.06	79	2.00	.064
	2	82	2.23	75	2.21	.037
	3	81	2.34	70	2.35	.001
Use informal reading inventories	K	55	2.78	60	2.48	.171
	1	62	2.70	68	2.32	.138
	2	54	2.83	62	2.51	.023
	3	53	2.79	55	2.60	.704
Use tests to determine progress on skills	K	82	2.14	73	2.12	.003
	1	88	1.82	80	1.93	.005
	2	83	2.03	78	2.17	.092
	3	86	2.09	79	2.16	.034
Use tests to determine who can benefit from the core reading series	K	54	2.83	35	2.48	.000
	1	52	2.82	49	2.50	.531
	2	56	2.81	47	2.53	.025
	3	54	2.86	47	2.61	.080
Use diagnostic tests to identify students who need reading intervention services	K	72	2.52	52	2.50	.000
	1	77	2.39	69	2.32	.014
	2	76	2.48	67	2.36	.015
	3	74	2.59	69	2.36	.122
Use screening tests to identify students who need a supplementary reading program	K	50	2.77	40	2.53	.010
	1	51	2.75	55	2.54	.357
	2	52	2.81	49	2.55	.489
	3	51	2.78	49	2.61	.598
Conduct miscue analysis, analyzing errors students make while reading aloud	K	36	2.71	42	2.58	.099
	1	56	2.76	63	2.41	.057
	2	55	2.81	56	2.57	.721
	3	52	2.82	48	2.62	.259

Source: Teacher Survey, Question C6.

Exhibit C.7.1**Structure of Professional Development Activities Attended by Teachers in Mature Reading First and Title I Schools, 2004–05 School Year**

		Reading First Teachers		Title I Teachers		Workshop p-value	Hours p-value
		Mean #	Mean #	Mean #	Mean #		
		Workshops	Hours	Workshops	Hours		
D1a. Short workshops							
Grade:	K	3.88	10.51	2.60	6.45	0.0025	0.0020
	1	4.34	10.74	2.51	7.01	0.0000	0.0025
	2	4.14	10.49	2.12	5.71	0.0000	0.0000
	3	3.99	9.84	2.68	6.82	0.0000	0.0030
D1b. Long workshops							
Grade:	K	2.31	24.78	1.34	11.14	0.0000	0.0000
	1	1.80	21.99	2.65	13.42	0.0041	0.0000
	2	2.00	23.27	1.16	9.86	0.0000	0.0000
	3	2.19	22.31	1.14	9.59	0.0000	0.0000
D1c. College course in reading							
Grade:	K	0.42	10.10	0.35	8.22	0.4948	0.6137
	1	0.41	7.11	0.44	7.40	0.7572	0.8715
	2	0.69	8.03	0.21	4.82	0.0130	0.1592
	3	0.48	6.99	0.61	7.31	0.5908	0.8916
D1d. Conference about reading							
Grade:	K	0.81	5.82	0.73	3.14	0.6302	0.0021
	1	0.67	5.09	0.69	3.89	0.8659	0.1376
	2	0.71	6.17	0.55	2.79	0.1869	0.0010
	3	0.99	6.81	0.50	3.79	0.0049	0.0139

Source: Teacher survey, Question D1.

Source: Teacher survey, Question D1.

Exhibit C.7.3**Specific Features of Professional Development Activities Differences between Teachers in Mature Reading First and Title I Schools, 2004–05 School Year**

Specific Features	Reading First Teachers		Title I Teachers		p-value
	Percent	Standard Error	Percent	Standard Error	
Required teachers to attend	74%	1.07	57%	1.33	0.000
Were attended by the principal	52	1.35	46	1.25	0.000
Provided teachers with options	33	1.27	32	1.04	0.542
Provided a stipend	40	1.41	20	1.11	0.000
Provided follow-up activities	48	1.30	34	1.09	0.000
Included release time	43	1.35	33	1.16	0.000
Offered graduate college credits	25	1.20	14	0.80	0.000
Were held in convenient location	73	1.11	62	1.20	0.000
Used team-based approach	67	1.06	53	1.20	0.000
Were given by well-established trainers	75	1.06	65	1.17	0.000

Source: Teacher Survey, Question D3.

Exhibit C.7.4

Teacher Participation in Professional Development Activities Related to the Five Dimensions of Reading: Teachers in Mature Reading First and Title I Schools, 2004–05 School Year

PD Participation						
Dimension	Grade	Reading First Teachers		Title I Teachers		p-value
		Percent	Standard Error	Percent	Standard Error	
Phonemic Awareness	K	92%	0.016	74%	0.022	0.000
	1	89	0.018	70	0.023	0.000
	2	82	0.021	53	0.026	0.000
	3	75	0.025	50	0.026	0.000
Decoding	K	91	0.015	72	0.023	0.000
	1	86	0.019	68	0.023	0.000
	2	85	0.019	57	0.026	0.000
	3	81	0.022	54	0.026	0.000
Vocabulary	K	67	0.027	49	0.026	0.000
	1	72	0.025	50	0.025	0.000
	2	77	0.023	52	0.026	0.000
	3	78	0.023	56	0.026	0.000
Fluency	1	87	0.020	73	0.022	0.000
	2	88	0.019	67	0.024	0.000
	3	84	0.022	66	0.024	0.000
Comprehension	K	87	0.019	76	0.021	0.000
	1	85	0.019	75	0.021	0.001
	2	90	0.016	73	0.023	0.000
	3	88	0.018	74	0.022	0.000
Perceived PD Needs						
Phonemic Awareness	K	51	0.033	62	0.030	0.020
	1	25	0.027	31	0.026	0.093
	2	31	0.032	38	0.030	0.105
	3	24	0.031	35	0.030	0.009
Decoding	K	71	0.030	75	0.026	0.276
	1	45	0.032	45	0.029	0.867
	2	38	0.033	41	0.030	0.495
	3	34	0.035	38	0.030	0.375
Vocabulary	K	50	0.033	41	0.030	0.029
	1	52	0.032	52	0.029	0.937
	2	49	0.034	41	0.030	0.095
	3	46	0.036	42	0.032	0.308
Fluency	1	61	0.031	56	0.030	0.266
	2	46	0.033	54	0.030	0.073
	3	49	0.034	49	0.031	0.956
Comprehension	K	71	0.031	71	0.028	0.845
	1	75	0.028	81	0.022	0.087
	2	81	0.026	77	0.027	0.227
	3	82	0.025	81	0.025	0.786

Source: Teacher Survey, Question D4.

Exhibit C.7.5

Preparedness to Teach Five Dimensions of Reading: Teachers in Reading First and Title I Schools, 2004–05 School Year

Dimension	Grade	Reading First Teachers		Title I Teachers		p-value
		Mean	Standard Error	Mean	Standard Error	
Phonemic Awareness	K	4.17	0.052	3.66	0.067	0.000
	1	4.09	0.051	3.66	0.066	0.000
	2	3.73	0.060	3.22	0.070	0.000
	3	3.52	0.067	2.95	0.070	0.000
Decoding	K	3.99	0.055	3.47	0.067	0.000
	1	4.06	0.054	3.61	0.064	0.000
	2	3.78	0.059	3.30	0.069	0.000
	3	3.60	0.066	2.99	0.075	0.000
Vocabulary	K	3.81	0.057	3.33	0.067	0.000
	1	3.77	0.059	3.46	0.064	0.000
	2	3.74	0.057	3.43	0.067	0.001
	3	3.84	0.056	3.37	0.066	0.000
Comprehension	K	3.81	0.058	3.46	0.061	0.000
	1	3.79	0.058	3.55	0.061	0.000
	2	3.77	0.058	3.57	0.064	0.023
	3	3.82	0.056	3.55	0.067	0.002
Fluency Building	K	3.65	0.066	3.25	0.067	0.000
	1	3.73	0.064	3.45	0.064	0.002
	2	3.87	0.058	3.38	0.068	0.000
	3	3.88	0.059	3.38	0.068	0.000

Source: Teacher Survey, Question D6.

Exhibit C.7.7a

Teacher Professional Development on Materials and Teaching Strategies in Reading First Schools, 2004–05 School Year

		Grade	Percent	Standard Error
Received Professional Development				
Teaching Strategies	Using the core reading program	overall	84%	0.008
		K	84	0.014
		1	84	0.013
		2	85	0.016
		3	82	0.014
	Using children's literature to teach reading	overall	56	0.010
		K	64	0.019
		1	51	0.019
		2	58	0.019
		3	52	0.020
	Using reading research to guide content of instruction	overall	62	0.011
		K	64	0.019
		1	59	0.020
		2	64	0.018
		3	62	0.019
	How the core reading program incorporates research principles	overall	64	0.010
		K	67	0.018
		1	63	0.019
		2	66	0.018
		3	61	0.020
	Using the supplemental reading programs	overall	51	0.010
		K	47	0.019
		1	49	0.019
		2	57	0.019
		3	53	0.020
	Integrating reading and writing	overall	62	0.011

Exhibit C.7.7a
Teacher Professional Development on Materials and Teaching Strategies in Reading First Schools, 2004–05 School Year

		Grade	Percent	Standard Error
	instruction	K	63	0.019
		1	60	0.019
		2	63	0.019
		3	61	0.019
	Strategies for teaching reading to ELLs	overall	41	0.011
		K	42	0.019
		1	39	0.018
		2	44	0.019
		3	41	0.019
	Need Additional Professional Development in This Topic			
Teaching Strategies	Using the core reading program	K	7	0.011
		1	8	0.012
		2	6	0.010
		3	8	0.014
	Using children's literature to teach reading	K	16	0.017
		1	22	0.019
		2	23	0.021
		3	22	0.021
	Using reading research to guide content of instruction	K	12	0.017
		1	12	0.015
		2	9	0.013
		3	11	0.016
	How the core reading program incorporates research principles	K	6	0.013
		1	6	0.011
		2	7	0.012
		3	7	0.015
	Using the supplemental reading programs	K	21	0.020
		1	17	0.018
		2	17	0.017
		3	21	0.020
	Integrating reading and writing instruction	K	28	0.021
		1	28	0.021
		2	34	0.023
		3	31	0.023
	Strategies for teaching reading to ELLs	K	24	0.019
		1	25	0.019
		2	28	0.022
		3	29	0.023

Source: Teacher Survey, Question D5.

Exhibit C.7.7b**Teacher Professional Development on Grouping and Assessment in Reading First Schools, 2004–05 School Year**

				Standard Error
		Grade	Percent	
Received Professional Development				
Grouping	Learning styles	overall	48%	0.010
		K	51	0.019
		1	45	0.019
		2	50	0.020
		3	45	0.020
	Organizing small group instruction	overall	69	0.010
		K	66	0.019
		1	69	0.019
		2	72	0.018
		3	67	0.020
Assessment	Diagnosing reading problems	overall	49	0.010
		K	45	0.019
		1	46	0.019
		2	54	0.020
		3	49	0.020
	Administering assessments	overall	76	0.009
		K	74	0.018
		1	74	0.017
		2	79	0.016
		3	76	0.017
	Interpreting and using assessment data to guide instruction	overall	78	0.008
		K	75	0.017
		1	77	0.016
		2	81	0.015
		3	77	0.017
Need Additional Professional Development in This Topic				
Grouping	Learning styles	K	25	0.020
		1	20	0.018
		2	23	0.020
		3	20	0.020
	Organizing small group instruction	K	25	0.020
		1	21	0.019
		2	23	0.021
		3	24	0.022
Assessment	Diagnosing reading problems	K	40	0.023
		1	41	0.022
		2	36	0.023
		3	33	0.024
	Administering assessments	K	5	0.009
		1	3	0.007
		2	3	0.008
		3	5	0.011
	Interpreting and using assessment data to guide instruction	K	11	0.013
		1	11	0.013
		2	9	0.013
		3	12	0.016

Source: Teacher Survey, Question D5.

Exhibit C.7.7c
Teacher Professional Development on Struggling Readers in Reading First Schools, 2004–05 School Year

		Grade	Percent	Standard Error
Received Professional Development				
Struggling Readers	Helping struggling readers with decoding	overall	64%	0.010
		K	59	0.019
		1	66	0.019
		2	68	0.018
		3	61	0.020
	Helping struggling readers with vocabulary	overall	62	0.010
		K	57	0.019
		1	61	0.019
		2	68	0.018
		3	63	0.019
	Helping struggling readers with comprehension	overall	60	0.010
		K	56	0.019
		1	58	0.019
		2	64	0.019
		3	59	0.020
	Motivating readers	overall	48	0.010
		K	48	0.019
		1	47	0.019
		2	50	0.020
		3	47	0.020
	Teaching reading to students with learning disabilities	overall	28	0.009
		K	26	0.017
		1	25	0.016
		2	33	0.019
		3	29	0.018
Need Additional Professional Development				
Struggling Readers	Helping struggling readers with decoding	K	33	0.022
		1	27	0.020
		2	21	0.019
		3	19	0.020
	Helping struggling readers with vocabulary	K	15	0.016
		1	21	0.019
		2	18	0.018
		3	18	0.019
	Helping struggling readers with comprehension	K	24	0.020
		1	33	0.022
		2	33	0.022
		3	33	0.024
	Motivating readers	K	26	0.020
		1	28	0.021
		2	33	0.023
		3	32	0.023
	Teaching reading to students with learning disabilities	K	42	0.023
		1	43	0.023
		2	43	0.024
		3	38	0.024

Source: Teacher Survey, Question D5.

Exhibit C.7.7d

Teacher Professional Development on Organization and Planning in Reading First Schools, 2004–05 School Year

		Grade	Percent	Standard Error
Received Professional Development in This Topic				
Organization/ Planning	Using state/district content standards for curriculum planning and teaching	overall	68%	0.010
		K	68	0.018
		1	66	0.019
		2	71	0.017
		3	69	0.018
	Aligning reading curriculum and instruction with state/district assessments	overall	66	0.010
		K	65	0.019
		1	63	0.019
		2	69	0.018
		3	66	0.019
	Working with parents	overall	35	0.010
		K	34	0.018
		1	30	0.018
		2	38	0.019
		3	36	0.020
	Classroom management	overall	56	0.011
		K	54	0.019
		1	54	0.020
		2	60	0.019
		3	57	0.020
Need Additional Professional Development in This Topic				
Organization/ Planning	Using state/district content standards for curriculum planning and teaching	K	8	0.014
		1	6	0.011
		2	7	0.012
		3	7	0.012
	Aligning reading curriculum and instruction with state/district assessments	K	8	0.012
		1	8	0.013
		2	9	0.013
		3	9	0.012
	Working with parents	K	24	0.021
		1	22	0.019
		2	20	0.019
		3	22	0.020
	Classroom management	K	17	0.018
		1	17	0.016
		2	14	0.017
		3	17	0.020

Source: Teacher Survey, Question D5.

Exhibit C.7.8**Professional Development in Teaching Strategies in Mature Reading First and Title I Schools, 2004–05 School Year**

Topics	Grade	Reading First Teachers		Title I Teachers		p-value
		Percent	Standard Error	Percent	Standard Error	
Teaching Strategies	K	92%	0.015	72%	0.022	0.000
	1	90	0.016	71	0.022	0.000
	2	92	0.016	71	0.023	0.000
	3	89	0.018	74	0.022	0.000
Grouping	K	64	0.027	49	0.025	0.000
	1	65	0.027	50	0.025	0.000
	2	66	0.026	52	0.026	0.000
	3	65	0.028	45	0.026	0.000
Assessment	K	82	0.023	64	0.024	0.000
	1	83	0.020	62	0.024	0.000
	2	89	0.018	68	0.023	0.000
	3	84	0.020	64	0.025	0.000
Struggling Readers	K	69	0.026	54	0.025	0.000
	1	73	0.025	60	0.024	0.000
	2	79	0.022	53	0.026	0.000
	3	76	0.024	54	0.026	0.000
Organization/ Planning	K	62	0.027	56	0.025	0.115
	1	60	0.027	53	0.025	0.052
	2	67	0.026	53	0.026	0.000
	3	67	0.027	57	0.026	0.009

Source: Teacher Survey, Question D5.

Exhibit C.7.9**RF Principals' Participation in Professional Development in Teaching Strategies in Reading First Schools, 2004–05 School Year**

Professional Development Topic		Percent	Standard Error
Content of Reading Instruction	Phonemic Awareness	84%	0.013
	Decoding	78	0.014
	Vocabulary	84	0.013
	Fluency	87	0.012
	Comprehension	86	0.012
Teaching Strategies	How to use the core reading program	75	0.014
	How to use children's literature to teach reading	43	0.016
	How to use reading research to guide content of instruction	63	0.016
	How the core reading program incorporates research principles	62	0.016
	How to use the supplemental reading program	56	0.016
	How to integrate reading and writing instruction	58	0.017
	Strategies for teaching reading to ELLs	43	0.016
Evaluation	How to evaluate a core reading program	42	0.016
	How to evaluate reading instruction	66	0.016
	How to coach teachers in reading instruction	52	0.017
	How to manage reading personnel	40	0.016
Assessment	How to diagnose reading problems	50	0.017
	How to administer assessments	67	0.016
	How to interpret and use assessment data to guide instruction	84	0.012
Struggling Readers	How to help struggling readers with decoding	58	0.017
	How to help struggling readers with vocabulary	63	0.016
	How to help struggling readers with comprehension	60	0.017
	How to motivate readers	48	0.017
	Strategies for teaching reading to students with diagnosed learning disabilities	35	0.016
Organization, Management and Support	How to select reading materials	36	0.016
	How to use content standards for curriculum planning and teaching	57	0.017
	How select reading assessments	32	0.015
	Alignment of reading curriculum and instruction state/district assessments	61	0.016
	How to work with parents	36	0.016
	Classroom management	47	0.017
	Other	7	0.014

Source: Principal Survey, Question F2.

Appendix D

The Construct Matrix

Exhibit D.1

Construct Variables for Analysis of Survey Data

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
Support for Struggling Readers					
Support for Struggling Readers ^a	Grade 1 Teacher Survey, C9	b.	Extra practice with phonemic awareness	Dichotomous 1 = “Received” 0 = “Did not receive”	Score 1 for each Survey Item checked as “Received.”
		c.	Extra practice with decoding/phonics		Sum Survey Item scores
		d.	Extra practice with fluency		(Range: 0-3)
High Fidelity (SBRR) Reading Instruction—KINDERGARTEN (K)					
KINDERGARTEN High Fidelity Vocabulary Instruction	K Teacher Survey, C4	bb.	I discuss meaning of new and unusual words	Three-level ordinal 1 = “Central to my reading instruction” 2 = “Small part of reading instruction” 3 = “Not part of my reading instruction”	Score 1 if Survey Item checked “Central to my instruction.”
		dd.	Students give definitions for words		Compute percent of items in construct rated as “central.”
		ee.	Students tell opposites of words		(Range: 0 to 100%)

^a We created two versions of several constructs: a 'strict' version and a more 'relaxed' version. Our hope is to use the 'strict' version of the construct, as we believe these represent the highest quality activities. However, it could be the case that we find little variation across these strict constructs, especially in our sample of new RF schools. Therefore, the more relaxed versions may be more appropriate for analysis as they allow for more variation across respondents.

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
High Fidelity (SBRR) Reading Instruction—KINDERGARTEN (K) (continued)					
KINDERGARTEN High Fidelity Comprehension Instruction	K Teacher Survey, C4	b.	I conduct story discussions with small groups of students	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		c.	I read stories to small groups of students		
		g.	Students orally answer questions about stories they have heard		
		h.	Students read texts that are easy to decode		
		k.	Students create story maps based on stories read aloud		
		y.	Students retell stories in sequence and identify characters and main events		
		gg.	Students make predictions while reading stories		
KINDERGARTEN Non-SBRR Instruction	K Teacher Survey, C4	a.	I read stories aloud to the whole class	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Sum Survey Item scores (Range: 0 to 9)
		e.	I develop language experience stories with my class		
		f.	Students read aloud their own written dictation		
		l.	I teach phonemic awareness skills while reading stories		
		q.	Students practice naming letters		
		v.	I teach sight words		
		cc.	Students tell opposites of words		
		hh.	Students use dictionaries to find word meanings		
KINDERGARTEN High Fidelity Phonemic Awareness/Phonics Instruction	K Teacher Survey, C4	m.	Students isolate first sounds in words that I say	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Sum Survey Item scores Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		n.	Students isolate final sounds in words that I say		
		o.	Students isolate middle sounds in words that I say		
		p.	Students blend sounds with rhyming words		
		r.	Students match sounds with letters		
		s.	Students blend sounds to form words		
		t.	I practice identifying sounds and syllables in spoken words by clapping and counting		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
High Fidelity (SBRR) Reading Instruction—KINDERGARTEN (K) (continued)					
KINDERGARTEN High Fidelity Teaching Strategies	K Teacher Survey, C6	a.	Provide time in reading block for skill practice on own	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		c.	Provide extra reading instructional time for struggling readers		
		i.	Work with small groups of students		
		j.	Group students based on skill levels		
		m.	Use core reading series		
		n.	Use supplementary reading materials		
		r.	Use separate intervention materials for some students		
		u.	Use test results to organize instructional groups		
		w.	Use tests to determine progress on skills		
		y.	Use diagnostic tests to identify students who need reading intervention services		
High Fidelity (SBRR) Reading Instruction—GRADE 1					
GRADE 1 High Fidelity Fluency Instruction	Grade 1 Teacher Survey, C4	d.	Students reread familiar stories	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Sum Survey Item scores Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		h.	Students read aloud with expression and proper phrasing		
GRADE 1 High Fidelity Vocabulary Instruction (No construct—only individual item)	Grade 1 Teacher Survey, C4	z.	I discuss new and unusual words before reading	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 100% if Survey Item checked "Central to my instruction." Score 0% if item scored 2 or 3. (Range: 0 to 100%)

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
High Fidelity (SBRR) Reading Instruction—GRADE 1 (continued)					
GRADE 1 Non-SBRR Instruction	Grade 1 Teacher Survey, C4	c.	Students read silently	Three-level ordinal 1 = “Central to my reading instruction” 2 = “Small part of reading instruction” 3 = “Not part of my reading instruction”	Score 1 for each Survey Item checked “Central to my instruction.” Sum Survey Item scores Compute percent of items in construct rated as “central.” (Range: 0 to 100%)
		m.	Students practice naming letters		
		p.	Students use knowledge of root words, prefixes, and suffices to decode new words		
		r.	Students use pictures to identify unknown words		
		s.	I teach decoding skills while reading stories		
GRADE 1 High Fidelity Comprehension Instruction	Grade 1 Teacher Survey, C4	i.	Students reread to find facts to answer questions	Three-level ordinal 1 = “Central to my reading instruction” 2 = “Small part of reading instruction” 3 = “Not part of my reading instruction”	Score 1 for each Survey Item checked “Central to my instruction.” Sum Survey Item scores Compute percent of items in construct rated as “central.” (Range: 0 to 100%)
		w.	Students retell stories in sequence and identify characters and main events		
		cc.	Students make predictions while reading stories		
		ff.	Students develop questions about text material		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
High Fidelity (SBRR) Reading Instruction—GRADE 1 (continued)					
GRADE 1 High Fidelity Phonemic Awareness/Phonics Instruction	Grade 1 Teacher Survey, C4	l.	Students isolate sounds in words that teachers say	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Sum Survey Item scores Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		n.	Students blend phonemes to form words		
		u.	Teaches decoding/phonics skills with word families		
GRADE 1 High Fidelity Teaching Strategies	Grade 1 Teacher Survey, C6	a.	Provide time in reading block for skill practice on own	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Sum Survey Item scores Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		c.	Provide extra reading instructional time for struggling readers		
		i.	Work with small groups of students		
		j.	Group students based on skill levels		
		m.	Use core reading series		
		n.	Use supplementary reading materials		
		r.	Use separate intervention materials for some students		
		u.	Use test results to organize instructional groups		
		w.	Use tests to determine progress on skills		
		y.	Use diagnostic tests to identify students who need reading intervention services		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
High Fidelity (SBRR) Reading Instruction—GRADE 2/3					
GRADE 2/3 High Fidelity Fluency Instruction	Grade 2/3 Teacher Survey, C4	d.	Students reread familiar stories	Three-level ordinal 1 = “Central to my reading instruction” 2 = “Small part of reading instruction” 3 = “Not part of my reading instruction”	Score 1 for each Survey Item checked “Central to my instruction.”
		g.	I listen to students read aloud without correcting errors		Sum Survey Item scores Compute percent of items in construct rated as “central.” (Range: 0 to 100%)
GRADE 2/3 High Fidelity Vocabulary Instruction	Grade 2/3 Teacher Survey, C4	t.	Students work with prefixes and suffixes to change the meaning of words	Three-level ordinal 1 = “Central to my reading instruction” 2 = “Small part of reading instruction” 3 = “Not part of my reading instruction”	Score 1 if Survey Item checked “Central to my instruction.”
		x.	Students learn vocabulary through study of antonyms, synonyms, and homonyms		Sum Survey Item scores
		bb.	I discuss new and unusual words before reading		Compute percent of items in construct rated as “central.” (Range: 0 to 100%)

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
High Fidelity (SBRR) Reading Instruction—GRADE 2/3 (continued)					
GRADE 2/3 Non-SBRR Instruction	Grade 2/3 Teacher Survey, C4	a.	Students read texts that are easy to decode	Three-level ordinal 1 = “Central to my reading instruction” 2 = “Small part of reading instruction” 3 = “Not part of my reading instruction”	Score 1 for each Survey Item checked “Central to my instruction.” Sum Survey Item scores (Compute percent of items in construct rated as “central.”) (Range: 0 to 100%)
		c.	Students read aloud unfamiliar texts		
		f.	Students read silently		
		o.	I teach decoding skills while reading stories		
		p.	Students memorize sight words		
		v.	Students use context clues to identify unknown words		
		z.	Students write vocabulary words in sentences		
		aa.	Students use dictionaries to find word meanings		
GRADE 2/3 High Fidelity Comprehension Instruction	Grade 2/3 Teacher Survey, C4	b.	Students reread to locate information	Three-level ordinal 1 = “Central to my reading instruction” 2 = “Small part of reading instruction” 3 = “Not part of my reading instruction”	Score 1 for each Survey Item checked “Central to my instruction.” Sum Survey Item scores Compute percent of items in construct rated as “central.” (Range: 0 to 100%)
		i.	Students confirm or revise predictions after reading		
		j.	Students generate their own questions about text material		
		k.	Students identify their comprehension break-downs and use fix-up strategies with a partner		
		l.	Students orally summarize main events in stories and informational texts		
		bb.	I discuss new and unusual words before reading		
		dd.	Students identify story structure and elements		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
High Fidelity (SBRR) Reading Instruction—GRADE 2/3 (continued)					
GRADE 2/3 High Fidelity Phonemic Awareness/Phonics Instruction	Grade 2/3 Teacher Survey, C4	n.	Students decode multi-syllabic words in isolation	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Score –1 for each distractor checked "Central to my instruction." Sum Survey Item scores Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		q.	Students read irregularly spelled words and non-words		
		s.	Students use knowledge of root words, prefixes, and suffixes to decode new words		
GRADE 2/3 High Fidelity Teaching Strategies	Grade 2/3 Teacher Survey, C6	a.	Provide time in reading block for skill practice on own	Three-level ordinal 1 = "Central to my reading instruction" 2 = "Small part of reading instruction" 3 = "Not part of my reading instruction"	Score 1 for each Survey Item checked "Central to my instruction." Sum Survey Item scores Compute percent of items in construct rated as "central." (Range: 0 to 100%)
		c.	Provide extra reading instructional time for struggling readers		
		i.	Work with small groups of students		
		j.	Group students based on skill levels		
		m.	Use core reading series		
		n.	Use supplementary reading materials		
		r.	Use separate intervention materials for some students		
		u.	Use test results to organize instructional groups		
		w.	Use tests to determine progress on skills		
		y.	Use diagnostic tests to identify students who need reading intervention services		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
Professional Development (PD) for Teachers (Applies to all grade levels)					
Diversity of Professional Development Support	Teacher Survey, D2	a.	Coaching or mentoring by reading coach in programs, materials, or strategies	Three level ordinal 1 = "Received this type of assistance" 2 = "Available, but did not receive" 3 = "Not available at my school"	Score 1 for each Survey Item checked "Received this type of assistance." Sum Survey Item scores (Range: 0 to 5)
		d.	Demonstrations in my classroom		
		h.	Interpretation of assessment data		
		i.	Grade-level meetings devoted to reading		
		j.	Using assessment data to determine topics that require additional instruction or practice		
Received PD in Phonemic Awareness	Teacher Survey, D4	a.	Building phonological awareness	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items a – c are checked "Topic addressed in PD." (Range: 0 to 1)
		b.	Identifying, adding, deleting sounds in spoken words		
		c.	Blending phonemes to form words		
Received PD in Decoding	Teacher Survey, D4	d.	Teaching letter-sound correspondence	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items d – g are checked "Topic addressed in PD." (Range: 0 to 1)
		e.	Teaching letter patterns		
		f.	Using syllable patterns to read words		
		g.	Teaching component parts		
Received PD in Vocabulary	Teacher Survey, D4	h.	Teaching use of dictionary, thesaurus	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items h – j are checked "Topic addressed in PD." (Range: 0 to 1)
		i.	Direct teaching of vocabulary words and meaning		
		j.	Antonyms and synonyms		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
Professional Development (PD) for Teachers (continued)					
Received PD in Fluency	Teacher Survey, D4	k.	Teaching sight words	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items k – m are checked "Topic addressed in PD." (Range: 0 to 1)
		l.	Guided oral reading		
		m.	Encouraging expression while reading		
Received PD in Comprehension	Teacher Survey, D4	n.	Setting motivation/asking prediction/preview questions	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items n – s are checked "Topic addressed in PD." (Range: 0 to 1)
		o.	Constructing information about character, setting, and main events		
		p.	Summarizing main ideas in narrative and informational text		
		q.	Self-monitoring strategies		
		r.	Asking questions at different levels (literal, inferential)		
		s.	Strategies for organizing text structure, e.g. story maps		
Diversity of PD Topics Received	Teacher Survey, D4	a – c.	Received PD in phonemic awareness construct (see above)	Each construct is scored as 0 or 1, "Received PD" or "Did not Receive PD."	Sum of the above constructs (which are scored 0 or 1). (Range: 0 to 5)
		d – g.	Received PD in decoding/phonics construct (see above)		
		h – j.	Received PD in vocabulary construct (see above)		
		k – m.	Received PD in fluency construct (see above)		
		n – s.	Received PD in comprehension construct (see above)		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
Professional Development (PD) for Building Administrators					
Received PD in Reading Instruction Content	Principal Survey, F2	a.	Phonemic Awareness	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 for <i>each</i> content area (a-e) checked "Topic addressed in PD." Sum Survey Item scores (Range: 0 to 5)
		b.	Decoding/Phonics		
		c.	Vocabulary		
		d.	Fluency		
		e.	Comprehension		
Received PD in Teaching Strategies	Principal Survey, F2	f.	How to use the core reading program	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items are checked "Topic addressed in PD." (Range: 0 to 1)
		h.	How to use reading research to guide content of instruction		
		i.	How the core reading program incorporates research principals		
		j.	How to use the supplemental reading program		
		l.	Strategies for teaching reading to ELLs		
Received PD in Evaluation	Principal Survey, F2	m.	How to evaluate a core reading program	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items are checked "Topic addressed in PD." (Range: 0 to 1)
		n.	How to evaluate reading instruction		
		o.	How to coach teachers in reading instruction		
		p.	How to manage reading personnel		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
Professional Development for Building Administrators (continued)					
Received PD in Assessment	Principal Survey, F2	q.	How to diagnose reading problems	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if <i>any</i> of Survey Items are checked "Topic addressed in PD." (Range: 0 to 1)
		r.	How to administer assessments		
		s.	How to interpret and use assessment data to guide instruction		
Received PD for Struggling Readers	Principal Survey, F2	t.	How to help struggling readers with decoding/phonics	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if any of Survey Items are checked "Topic addressed in PD." (Range: 0 to 1)
		u.	How to help struggling readers with vocabulary		
		v.	How to help struggling readers with comprehension		
		x.	Strategies for teaching reading to students with diagnosed learning disabilities		
Received PD in Organization, Management, and Support	Principal Survey, F2	y.	How to select reading materials	Dichotomous 1 = "Topic addressed in Professional Development" 0 = "Topic not addressed"	Score 1 if any of Survey Items are checked "Topic addressed in PD." (Range: 0 to 1)
		aa.	How to select reading assessments		
		bb.	Alignment of reading curriculum and instruction with state/district assessments		
		dd.	Classroom management		
Diversity of PD Topics Received	Principal Survey, F2	a – e.	Received PD in content of reading instruction construct (see above)	Each construct is scored as 1 = "Received PD" or 0 = "Did not Receive PD" except a-e, which is scored as 0 to 5—the sum of content areas teachers "Received PD" (individually scored as 0 or 1)	Sum of the above constructs (which are scored 0–5 or 0–1). (Range: 0 to 10)
		f – l.	Received PD in teaching strategies construct (see above)		
		m – p.	Received PD in evaluation construct (see above)		
		q – s.	Received PD in assessment construct (see above)		
		t – x.	Received PD for struggling readers construct (see above)		
		y – dd.	Received PD in organization, management, and support construct (see above)		

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
Professional Development for Reading Coaches					
Diversity of PD Topics Received— Reading Coach Skills	Reading Coach Survey, G1	a.	How to use reading assessment data to guide instruction	Dichotomous 1 = “Topic addressed in Professional Development” 0 = “Topic not addressed”	Score 1 for <i>each</i> Survey Item checked “Topic addressed in PD.” Sum Survey Item scores (Range: 0 to 8)
		c.	How to use assessment data to form instructional groups		
		f.	Essential components of SBR instruction		
		h.	How to plan instructional interventions for struggling readers		
		j.	How to conduct effective grade level meetings		
		l.	How to help teachers make reading instruction systematic and explicit		
		m.	How to construct demonstration lessons		
		n.	How to conduct classroom observations		
Diversity of PD Topics Received— General Coaching Skills	Reading Coach Survey, G1	b.	What are the types of assessments: screening, diagnostic, progress, monitoring, and outcome	Dichotomous 1 = “Topic addressed in Professional Development” 0 = “Topic not addressed”	Score 1 for <i>each</i> Survey Item checked “Topic addressed in PD.” Sum Survey Item scores (Range: 0 to 7)
		d.	How to provide constructive feedback to teachers		
		e.	How to establish credibility with teachers		
		g.	What is the role of the reading coach in fostering change		
		i.	Classroom management within the literacy block time		
		k.	How to help teachers identify appropriate instructional methods		
		o.	How to provide onsite professional development		
Reading Coach Activities					
Reading Coach Activities	Reading Coach Survey, B5	a.-j.	List of coaching activities	5 item Likert scale 1 = “do not do or not at all central” 5 = “absolutely central”	Mean of all (a-j) Survey Item scores

Construct	Survey Question	Survey Item	Survey Description	Item Scale	Scoring Metric
Role of Reading Coach					
Reading Coach Role—Teacher-Support Tasks	Reading Coach Survey, B4	c.	Facilitating grade level meetings	5 item Likert scale 1 = “do not do or not at all central” 5 = “absolutely central”	Sum Survey Item scores (1-5 scale) for non-distractor items Subtract Survey Item score for distractor (1-5 scale) Take mean
		j.	Providing training/professional development in reading materials, strategies, and assessments		
		k.	Coaching staff on a range of topics		
		l.	Organizing professional development for K–3 teachers		
		i.	Providing direct reading instruction to students		
Reading Coach Role—Administrative Tasks	Reading Coach Survey, B4	a.	Administering/coordinating reading assessments	5 item Likert scale 1 = “do not do or not at all central” 5 = “absolutely central”	Mean of Survey Item scores
		b.	Compiling reading assessment data for teachers		
		e.	Facilitating or coordinating family literacy activities		
		f.	Ordering/managing reading instruction materials		
		h.	Providing sub time for teachers to observe other more experienced teachers		



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